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Curriculum materials for use in the vocational guidance of students in grades five, six, and seven are presented. These materials are based on several vocational development theories. The goal is the utilization of learning activities in the classroom to show students the processes through which career decisions may be made. (NS)

CAREER DEVELOPMENT ACTIVITIES

GRADES V VI VII

NDEA - TITLE V-A PROJECT 13

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ABINGTON SCHOOL DISTRICT
ABINGTON, PA.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CAREER
DEVELOPMENT
ACTIVITIES

GRADES

V

VI

VII

A Project To Develop Learning Experiences And Guidance Techniques In The Area Of Career Choice Which Can Be Implemented Through The Established Curriculum And The Regular Guidance Program In Grades 5, 6, And 7

*****

A Project Supported By N.D.E.A. Title V-A Funds
Supervised By The Department Of Public Instruction
Commonwealth Of Pennsylvania

ABINGTON SCHOOL DISTRICT

Abington, Pennsylvania

1967-1968

N.D.E.A. Title V-A, Project 13
Abington School District

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INTRODUCTION

Elementary school guidance programs for the most part either reject vocational guidance activities as inappropriate for the elementary school child (they are too young to be concerned with a career), or they duplicate those activities (job information) which traditionally have been used with secondary students. Both practices are equally unfortunate and undesirable if we subscribe to the developmental nature of man and if we accept what research tells us about man's development.

In the first instance, we know that children are not miniature adults just waiting to grow up physically. On the contrary, we recognize that children have their own unique way of viewing the world which changes with increasing knowledge of self and the world around them and the results of interacting with that environment. If they are to cope with the demands of adulthood, they need to have experiences at their level of understanding which will enable them to evaluate their potentialities and the conditions confronting them, apply knowledge they have acquired, and develop appropriate attitudes toward themselves and others.

This frame of reference is further enhanced by research findings which have added valuable dimensions upon which to build a program of career planning for elementary school students. Although there have been many contributors to these findings, only those whose work most closely bears on this project will be mentioned here. This is not to reject the theories of other experts, but in a limited project, some contributions had to be omitted.

Among the earliest to make a significant break with the trait-factor theory were Super[1], et al, as a result of their Career Pattern Study. Their conclusions were in the direction of an integrative approach among the several existing theories: trait-factor, social systems view, and the personality approach.[2]

Other early pioneers in this search for a more comprehensive theory were Ginzberg and his collaborators.[3] As a result of their case studies, vocational choice is seen as more than matching personal traits and job requirements; rather it is a dynamic process stretching over a period of time, and it evolves after passing through various stages of development. In each stage there exists within the individual a level of identification with the roles of others, of decision making, of reality testing, of the refinement of interests and values. Emerging from this interaction with the environment is the individual's self-concept which is central to much of what he does with his life.

Tiedeman and O'Hara see career development as a process of differentiating and integrating of the personality to form an ego-identity.[4] They have identified six stages in the developmental sequence: anticipation, exploration, crystallization, choice, clarification, and adjustment. It is evident from these constructs that the elements of a developmental process and the self are fundamentally a part of an evolving career choice.

Katz[5] explored more extensively the role of values in influencing one's vocational choice. "The acceptance of a role," writes Katz, "involves primarily the acceptance of values. In other words although the role of an individual may be composed of and described in terms of many attributes, the individual's values are the mediating force that binds the attributes together, weights them, organizes them, integrates them, and enables them to be activated in an organismic way in decision making." At another point he suggests that if we accept this argument of the importance of values, "the student's exploration and examination of values must be of prime concern for guidance."

Still another theoretical exploration appropriate to career choice is that of decision making. Even in those instances where getting a job is "accidental", there must be some kind of a decision. Hackman[6] says, "The counselor's job is to facilitate decisions upon which the counselee's future depends. The more we can help our clients to learn to make decisions in as rational a manner as possible, the more we will help them make 'better' (for them) vocational choices . . ." Decision making usually involves weighing alternatives with the related element of risk which involves probability for success and ultimate financial gain. The alternatives can be grouped as intrapersonal, interpersonal, and extrapersonal - economic factors.[7]

The concept of developmental tasks and life stages as provided by Havinghurst, Piaget, and Erikson, among others, reinforce the theoretical constructs of those who have been conducting research specifically in the field of vocational choice. Havinghurst's[8] developmental tasks of middle childhood picture the child as one learning the skills for "handling simple tools", as "building wholesome attitudes toward oneself", as developing concepts "for thinking effectively about ordinary occupational . . . matters", as developing "a scale of values", and as one "achieving personal independence."

Piaget[9] sees this age as a period of formal operation when the child "can ignore content", "make inferences and evaluate hypotheses", and "can now operate in what is called the hypothetical deduction procedure of logical thought".

In Erikson's[10] Chapter on the Eight Ages of Man, there is further evidence of developmental stages when he writes of the child as giving recognition "by producing things". To him the child of this latency period is developing the ability "to handle the utensils, the tools, and the weapons used by the big people". It is a period when the child is seeking an identity and an opportunity to be productive.

Many of these theories are often criticized as lacking in hard emperical evidence. However, our approach is one of accepting a priori those which seem to match our own thinking and observation. It appears logical that the choice of a career is in many cases complex and determined over a period of time after much weighing and sifting of alternatives. Certainly, one must recognize the various forces at work in society such as the economic level of the country, availability of training facilities, and the presence or absence of war, along with the developmental characteristics of the individual. Our position and hence our approach to this project was to build a composite model, one which would draw on the several theories thought to be most relevant to the age of the child and his stage in school.

Furthermore, we believe the school is a potent force for the student in his ultimate choice of a career. In one way or another, it influences his value system, self-concept, the strength or weakness of his interests, his attitudes toward success and failure and toward work itself. It also provides some basic skills and knowledge on which he can develop work competence.

From our limited experimental work, we believe that the school can design learning activities of sufficient quantitative and qualitative substance as to provide meaningful learning for the students and at the same time unfold some of the various processes involved in career choice. The following pages document the application of our interpretation of several theories to actual learning situations.

Elmore E. Pogar
Margaret Janson
Abington School District, 1968

OBJECTIVES OF THE PROJECT

1. To develop learning experiences which would actively involve the students in grades 5, 6, and 7 in processes which are useful in making career choices.

2. To utilize the techniques of simulation, gaming, role-playing, decision making, and dramatics in designing the learning experiences.

3. To develop materials and techniques which could be effectively used by teachers or counselors in conjunction with the language arts and social studies programs and in guidance activities.

4. To develop materials which would enable the counselor to participate with the students and teachers in joint activities.

5. To determine the students' interests in studying the area of careers and the processes of career selection.

Chapter I

The Project: Its Origin and Implementation

The limited number of available activities in vocational guidance and their lack of suitability for elementary school students led to a need to develop some new approaches to this vital part of the guidance program. The first step in the attempt to fill this void was to identify relevant information from a variety of sources. Publications of authorities researching the area of career development were carefully studied. The findings of these research efforts were then brought into juxtaposition with what is known about child growth and development, the characteristics of school curriculum and organization, pre-adolescent and adolescent psychology, and innovation in instructional methodology. After this study was completed, the inescapable conclusion was that research findings in career choice were not being translated into viable guidance programs. There was the inevitable gap between the research and application. Moreover, when compared with innovations in other areas of the education enterprise, vocational guidance practices are hopelessly antiquated.

Administration and board approval to submit a proposal to the Department of Public Instruction as a second step was sought. This was affirmed and the proposal submitted to the Department of Public Instruction in support of a request for an N.D.E.A. grant with which to finance the project. Dr. Edwin L. Herr and Mr. Fred Holmes and others at the Department of Public Instruction made helpful suggestions for revision. Mr. Holmes became the liaison for the implementation of the project and maintained contact with the local committee throughout the year.

The third phase in the search for a solution to the problem was to design appropriate learning experiences which would draw from as much of the accumulated knowledge as possible. A theme based on the research of the literature was assigned to each grade. This provided the central focus for the activities of the grade but was not to be a limiting factor. These learning experiences, furthermore, would draw on innovations in methodology: simulation, gaming, role-playing, problem solving, decision making, and dramatics. A conscious effort was made to avoid learning activities which were didactic in nature and based on memorization of factual information. Learning about specific jobs was not to be the major thrust of the project. On the contrary, in designing the activities, every effort was made to reveal the processes through which one can arrive at a career decision.

Two committees were next organized to assist with the development and implementation of the activities. The first, referred to as the "brain-storming" group, consisted of counselors from the elementary and secondary levels. The second group consisted of the principals and intermediate teachers of the "experimental" schools. The major responsibility of these two groups was to develop ideas and methods of implementation of those ideas which achieved consensus. These latter groups also served as evaluators of the project as it was conducted in their respective buildings.

Implementation of the experimental activities was the fifth phase of the project. The schools which were selected had a diversified student population and a staff which was amenable to trying new material and which would cooperate with us in carrying out some of the projects. Materials and activities were used with students in grades 5, 6, and 7. After each trial students and staff evaluated the procedures and activities. Modifications were made where experience indicated they were inappropriate or weak. Those activities which proved useful were then tried in other schools in order that we secure a larger population.

Another aspect of the project which required attention was that of the mechanics of administration of the activities. Simplified procedures were an important goal. In the trial stages, various staff members (teachers, helping teachers, counselors, in addition to the assistant director) administered the various activities to different groups. From these experiences, the procedures were reviewed and modified.

Finally, as a concomitant, a variety of data were collected including interests of fifth-, sixth-, and seventh-grade students, values of seventh-grade students, and family socio-economic data. A random group of senior high school students also took the interest inventory in an attempt to obtain some idea of the stability of the items. Although this report does not include data in extensive statistical analyses, additional correlations and interpretations are possible.

In a project as diversified in activities and as wide in scope as this, there are many obvious gaps. If the results are to be more definitive, further study is needed. Nevertheless, it is equally obvious that career development is a suitable guidance function for elementary school students.

The next three sections of this report contain the activities in revised form which were administered in the second stages of the project. The number of activities used was influenced by the time factor, that is, the time to develop them and the amount of classroom time to be devoted to this type of activity. Furthermore, it should be noted that standard practices such as are found in curriculum materials were followed so that any teacher or counselor could readily use them in their programs.

GRADE V

Theme: How Our Interests Develop And Their Importance In Our Lives

Reasons for Selecting Grade V: Boys and girls ages ten to eleven years are becoming more able to deal with abstract ideas and project their thinking into the future. Moreover, the fifth graders are inquisitive; they are becoming more analytical. Academically, they can work more independently. They enjoy thinking and being challenged. There is more awareness of self and introspection is more realistic. These qualities lend themselves to the type of activities to be developed, and one of the purposes of the project was to explore their responses to these types of learning experiences.

Reason for Selecting the Theme: Students are interested in learning about themselves, especially at this age. They are aware of their own likes and dislikes; they show evidence of fairly pronounced interests. The things they do and the things they hope to do are important to them. They want to know about why they are interested in some things and not others. These things comprise "natural" curriculum material for the theme. In addition, interests which people have are related directly to careers and to success.

Trial Population:

School	No. of Boys	No. of Girls
Glenside-Weldon Elementary	56	57
Cedar Road Elementary	55	55
Total	111	112

Total Students: 223

Session I

Getting Started: What Are Interests?

Objectives:

To introduce the concept of "interests" to fifth-grade students.

To help them acquire a functional definition of "interests".

To gain background information about the students while stimulating them to think about the relationship between parents' work and their interests and their own interests and activities.

Suggestions to Teachers or Counselors:

Children and their feelings are the most important consideration in these guidance sessions. Materials and suggestions for discussion are provided as a guide. The questions and opinions of the students about their own interests and the interests and work of their parents should be the focus of the lesson and time should be allowed for this discussion.

In the first session, the tone will be set for the course. Thoughtful listening and consideration of all children's statements will encourage them to participate. The lessons can only be meaningful if students become involved, and students will become involved if they are contributing as well as listening.

Procedures:

Introduction of Course by Teacher or Counselor:

"Today we are going to begin a new kind of guidance program with you. We will have some lessons together, but there will be no grades and no homework. In our lessons we will have stories, plays, games, and discussions. I will want to know your opinions about many things and about the lessons.

"Most of our lessons will be about our 'interests'. We will try to find out how we develop our interests, what our interests do for us, what interests we have, and what our interests mean for us in the future.

"Do you know what we mean by 'interests'?" (Chance for student response.) "Let me tell you a story about Ricky.

"Ricky was a fifth-grade boy who just hated to get up in the morning. Every school day his mother called him at seven-thirty; then she called him again at seven-forty; then at quarter to eight she went in his room, shook him, and pulled him out of bed. Ricky's mother thought her son would never be willing to get up in the morning.

"One day Ricky came home from school and announced that there would be no school the next day and that he and his friends would be going fishing. 'Fine!' said his mother. 'When are you going?' 'Please call me at five o'clock,' Ricky said, 'because we want to get an early start.' 'Five o'clock!' exclaimed his mother, 'you'll never get out of bed. You can't get up at seven-thirty! How could you get up at five?' 'I'll get up if you call me.' Ricky promised.

"Ricky's mother was certain that he'd never get up at five o'clock, but she set her alarm and went to his room at five in the morning. 'Ricky,' she called, 'time to get up.' 'Mmm,' he said as he pulled the blanket over his head. 'Ricky, aren't you going fishing?' 'Fishing!' Ricky yelled, 'yes, I'm going fishing!' and he jumped out of bed, got dressed in three minutes, and ran out the door.

"'Well,' said his mother, 'whatever made him get out of bed and off at this hour?'

"Why do you think Ricky was willing to get up on that particular morning?

"Why did he usually linger in bed?

"Does this story tell us anything about interests?"

By using the story and questions, the students should eventually arrive at the definition that interests are the things we like to do so well that we do them whenever possible. No one has to make us do things in which we are interested.

"Now we are going to ask you for some information about yourselves." (Pass student information paper.) "Will you please fill in the background information. Do as much as you can by yourself and then we will look at this information together. If you really need help, please raise your hand."

When the students have completed the information, have them use it to consider the following questions together. Individual children may use their own experience to answer the questions. No child should be forced to answer.

"How are your interests related to your activities?

"How are your interests related to your school work?

"How are the interests of your parents related to the work they do?

"Is being interested related to enjoyment?"

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V, Session I

Student Information

Name ______________________________

Address ______________________________

School ______________ Grade ___ Teacher ____________

Name your favorite school subjects: ______________________________
____

Name your favorite out-of-school activities: ______________________________
____

Name some of your interests: ______________________________
____

What is your father's occupation? ______________________________
____

What are some of your father's interests? ______________________________
____

How do his interests affect his feeling about his work? ______________________________
____

What is your mother's occupation? ______________________________
____

What are some of your mother's interests? ______________________________
____

How do your mother's interests affect her feeling about her work?
____

How do your interests affect your schoolwork? ______________________________
____

How do your interests affect your other activities? ______________________________
____

Session II

How Do Interests Affect Us?

Objectives:

To review the functional definition of "interests".

To recapitulate the relationship of interests to enjoyment of activities and work.

To consider some situations dealing with interests and work and determine the student's opinions.

To discuss the statements about the situations realizing that in many instances there is the possibility of differing opinions and the need for understanding the other person's point of view.

Suggestions to Teachers or Counselors: (See stories immediately following these instructions.)

In this lesson an attempt is made to present some situations involving the affects of interests on the lives of people and some of the attitudes people have about interests.

Acceptance of student's opinions which are the product of reasoning will encourage the students to try to find reasonable answers. No student should suffer because he has given a "wrong" answer. Thinking, not correct answers, is our objective.

Procedures:

Begin by reviewing Session I briefly and asking for any additional comments. Some children may have discussed interests and work with their parents and now feel able to contribute their findings. Before the attention of the children lags, go on to the lesson for the day.

"Let's turn now to some stories about people and interests and the questions about these stories. The questions are given as statements which may be marked 'T' or 'F', meaning 'True' or 'False'. The answers should be given according to your own opinion after careful thought. No grades will be given, but we will discuss the stories and answers when everyone has finished all of them. If you wish to change your answers later, you may do so.

"One student may read the story aloud while the rest of us follow. After we read the story, we'll mark the statements. (name of a child) , will you please read the first story?"

Proceed in the same manner with all the stories and statements. If some students need help with words, it should be given to them, but no clues should be given about answers.

After the students have had time to complete the work, a discussion of the situations described in the test would help them consider possibilities other than those they have chosen.

For example:

"Remember the story about Anne and her arithmetic? Do any of you have problems with arithmetic? Do you feel that her mother or her father was right? Could you do better in arithmetic if you were interested in it? How could you become interested in something like arithmetic?

"Let's think about Joe Smith and his father. How would you feel if your father quit his good job to do some other job? How would you feel if you were Mr. Smith and had to go to a job each day which you really disliked? Did Mr. Smith do the right thing? Should Joe have been pleased or displeased?"

The session could be ended with a promise to return on a certain day with a card game. (See Session III.)

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V

Session II

How Do Interests Affect Us?

Name ________________________ Age ___ Grade ___ Section ______

Please read the following stories and answer the questions by marking them "T" (True) or "F" (False) according to your opinion.

Anne did not like arithmetic and her poorest grades in school were always in arithmetic. When her father scolded her, her mother would say, "I never liked arithmetic when I was in school, and Anne is like me. She will never be able to do well in it either." Anne's father said, "If Anne would spend more time on arithmetic and begin to understand it, she would begin to enjoy it. Then she could learn it." Anne said, "Girls do not like arithmetic and are not as good as boys in arithmetic."

_____ 1. Anne can never do well in arithmetic.

_____ 2. Anne was not interested in arithmetic.

_____ 3. Anne's father was right.

_____ 4. Anne's mother was right.

_____ 5. Girls naturally cannot do as well as boys in arithmetic.

When Amy moved to her new school, she felt very lonely. The children were nice to her, but they did all sorts of things that she had never tried and didn't know how to do. Even the books were different, and she thought she could never understand the lessons. Some girls invited her to join the Girl Scouts. One girl wanted to be helpful and teach her to play basketball, and another wanted to take her to swimming class. Amy did not do these things because she decided just to work hard on school work.

_____ 6. Most children don't feel lonely in a new school.

_____ 7. Amy's interests were different from those of the children in the new school.

_____ 8. Amy could not change her own interests

_____ 9. Amy should have joined the Girl Scouts or swimming class.

_____ 10. Amy was right when she planned just to work on school work.

Joe Smith's father worked as an accountant in an office. He kept all the records in books and earned a high salary. With his money he was able to have a fine house and car and many nice things for his family. But Mr. Smith didn't like sitting at a desk working with books all day. He could hardly wait to get home to begin his wood work. He enjoyed making fine things out of wood. He wanted to give up his job and spend his time making tables and chairs and selling them. He knew he would not have as much money for his family, but he thought he would be a happier father because he would like his work.

_____ 11. Mr. Smith was interested in keeping books.

_____ 12. Mr. Smith was interested in working with his hands.

_____ 13. Mr. Smith should change his job.

_____ 14. Joe Smith should ask his father to keep the job where he earned more money.

_____ 15. Earning more money is better than liking a job.

_____ 16. Joe Smith will probably become interested in working with wood.

Bill was telling his teacher that he'd like to be a doctor when he grew up. His teacher asked if he was interested in science. Bill said he was not. The teacher said he'd need to be interested in science to become a doctor. Bill said that he would try to become interested in science.

_____ 17. Bill really could not become interested in science.

_____ 18. Bill should read books about science.

_____ 19. Bill should plan to be a doctor even if he didn't like science.

_____ 20. Most people need to be interested in their work to do well in it.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V

Session III

A Game: How We Become Interested In An Activity

Objectives:

To try to experience:

- How interests develop
- Attitudes necessary for development of new interests
- A way of testing the degree of interest

Suggestions to Teachers or Counselors:

In Session III a card game is used as the learning experience. In a sense, it is a "nonsense" game in order to test their level of interest in it. A purpose is added to test any change in their interest in the game, and finally a "reward" is added. It is in the nature of a scientific experiment in attempting to reproduce in a limited situation the kind of conditions which may occur in life.

It is important that the teacher become familiar with the game and its purpose before attempting to use Session III with students. Children enjoy playing a card game, and they frequently become highly involved as they play. In this case, the follow-up discussion must give meaning to the play.

It is desirable to go from no interest (prior to trying the game) to a small interest (passing the cards without purpose) to involvement (playing the game).

Procedures:

Begin the session with a review of the meaning of the word "interest". Follow with the question, "Can anyone tell me about an interest he has and how he began to have this interest?" Allow some discussion about how the children found new interests. Try to discover if an adult or a peer influenced them.

Announce that it is now time to try a card game. Ask them if they like this card game. We expect that they will say they don't know yet since they haven't tried it. Arrange groups of children with approximately six to a group and give each group a deck of the special cards. Ask if they are now interested in the game. We expect that they will still say "no" since they don't know what it is. Explain that the game will be called "Oji". (This has no meaning.)

"Please listen to the following directions: five or more cards are to be dealt face down to each player. The players pick up the cards and arrange them in their hands keeping the face of the card away from the view of the other players. Now each player is to select one card from his hand, take it in his right hand, and place it on the table in front of the player to his right. All players then pick up their new cards. Continue playing in this manner." (Allow the play to proceed.)

"Do you think this game is interesting?" (The comments will probably be negative.) "Let's see if adding to the game will change it. Now try to save cards until you have four in your hand which match. Four 'actor' cards or four 'teacher' cards would be satisfactory.

"Let us also place some pencils (or some other "reward') on the table for each group. Put one pencil on the table for each player except the dealer. You will have in the middle of the table one less pencil than the number of players.

"Now the object of the game will be to get four matching cards and then to quietly pick up a pencil and hold it beside your ear. As the other players see that one of the group has a pencil, they may also take one and hold it beside their ear. The player who does not get a pencil is the 'Oji'." (Allow the groups to play the game until they have several "Oji's"; about fifteen minutes could be spent in play.)

The cards should be collected and the players allowed to return to their seats. The discussion which follows should center on developing a new interest. In the card game those who enjoyed it developed an interest in the game in an experimental situation. Other new interests can be developed in similar fashion. List the steps:

1. You hear about a new thing.
2. You are willing to try it.
3. You learn how to do it.
4. You try it until you can do it yourself.
5. If you enjoy it and want to do it again, it may become an interest.

BUT

"Not all people become equally interested in the same things. Let us try a test for interest.

"Did you enjoy the game enough to play it again?

"If I leave the cards, will you play the game during your free time?

"If you say 'yes' to both questions and really do play again, then we might say you have developed some interest in the game.

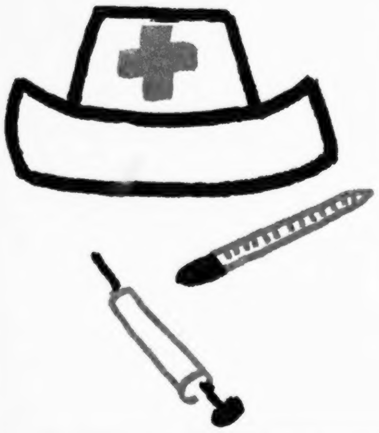
"Some of you may be greatly interested and some may be mildly interested. This is usual. We vary in the kind of interests we have and in the strength of those interests.

"In the following situation, decide to what degree the person was interested. Use as a test the question, 'Does she like it well enough to do it willingly in her free time?'

"Jane wanted to learn to play the guitar. Her father bought her a guitar and she began to take guitar lessons. At first Jane practiced every day, but later she only practiced some days. Then her mother had to make her play the guitar. Was she interested in her guitar?"

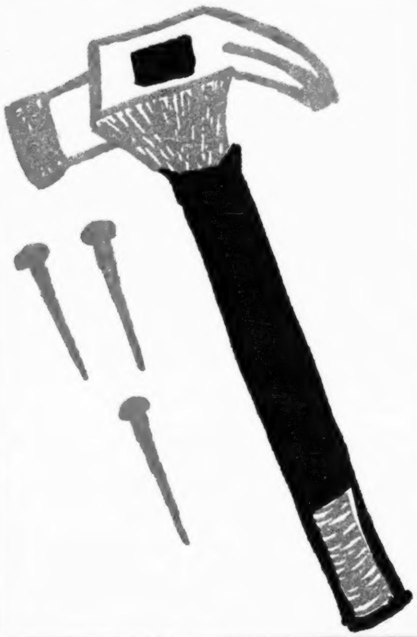
N.D.E.A. Title V-A, Project 13
Abington School District
Grade V, Session III

"Oji" -- Card Game



NURSE

BEB



CARPENTER

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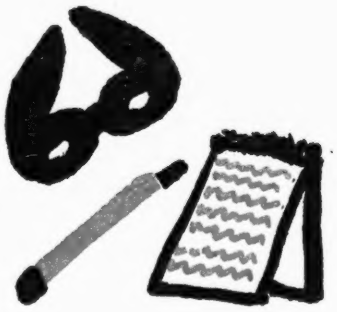

SECRETARY

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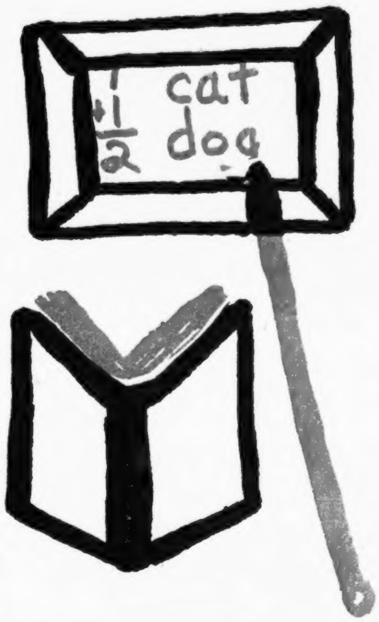

TEACHER

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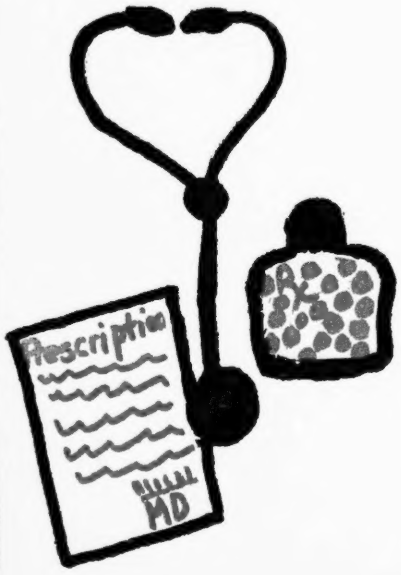
Prescription
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MD

DOCTOR

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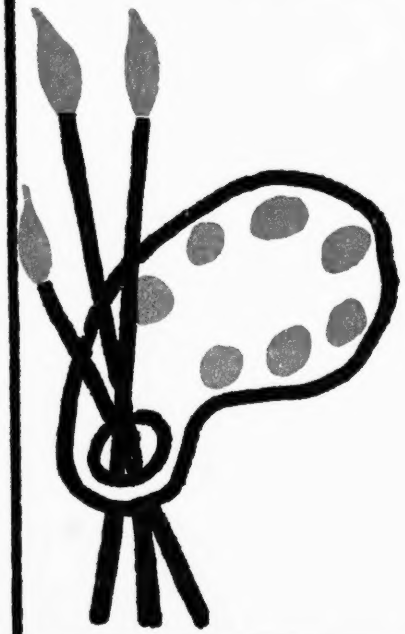

ARTIST

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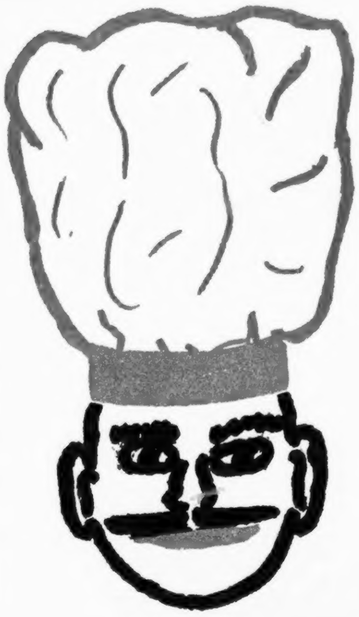

CHEF

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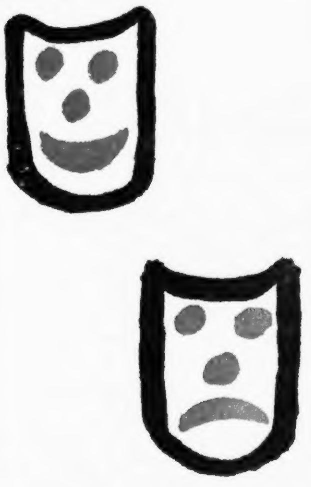


ACTOR

BEB

Session IV

Part II: How Do Interests Affect Us?

Objectives:

To continue the discussion of level of interest.

To investigate changing of interest patterns due to:

Maturation
Change in environments
Change in friends

Suggestions to Teachers or Counselors:

The concept of the relationship of changing interests to our own changing lives is brought out in this lesson with the story-discussion technique. The students may read the stories and lead the discussion with a minimum of help from the teacher. The discussion is the important aspect of the session and should involve the majority of the children.

The presentation of the stories with a tape recorder is another possibility. Children enjoy listening to tapes and the tape could be stopped between stories for the discussion.

Procedures:

The theme of the session deals with changing interests. The stories may be passed to students to read for the class. Each story can then be discussed and related to experiences which the students have had. There may not be time for all the stories, but the teacher may select those which seem appropriate for the group.

Bob, a student in the fifth grade, did not like writing at all. He disliked it so much that he always put any writing off until last. Then he had to do it in a hurry, and it was usually pretty bad. Then he'd say, "I'm just no good at writing, but it's not important anyway." When Bob's favorite uncle visited him, they talked about school work, and Bob told him that he hated writing. "I'll never have a job where I have to write, so why learn?" asked Bob. "Well," said his uncle, "there are not many good jobs where you don't have to write sometimes." Bob answered, "You're a good engineer, and you don't have to write." "Oh, yes I do!" replied his uncle. "I write reports every day; I write many letters, and I just wrote an article for an engineering journal. You'd better try to get interested in writing."

Do you think his uncle was right?
How could Bob get interested in writing?
Do any of you have a problem like this?

When Sally got home from school on Friday, there was a big box from her Aunt Doris addressed to her. Sally would be thirteen years old the next day, and she knew that it was a birthday present. She really wanted to open it, but her sister said she should wait. It would be more fun to think about and guess what was in the box. Aunt Doris always sent nice presents. It was a large box. Sally wanted a new sweater and skirt very much. Any clothes would be nice. Books would be great too. She'd like a pocketbook. She could hardly wait. When Sally finally got to open the box the next day and saw all the wrappings, she knew it was extra special. It was! It was a beautiful baby doll! At her age! She could have cried!

Why was Sally so disappointed?
Has anything like this happened to you?
Name some other interests which might change as you get older.

Roy ran the last block going home from school because he wanted to change clothes and get out to play football as soon as possible. "Hi, mother", he called as he threw his books on the desk and pulled off his shirt. "I'm going to play ball, see you at dinner." "Roy, you have a piano lesson in fifteen minutes; you can't play football now." said his mother. "Oh no, I've got to be in the game. I don't want to take piano lessons anyway. I want to quit." Mother became angry at his reply and made him stay at home for the lesson. Roy became angry too.

How would you solve this problem?
Why did Roy want to stop the piano lessons?
Was he more interested in football or music at this time?
Should he quit the piano lessons?

Dan was not unhappy about moving to the country from New York City, but he did hope that he could find friends who enjoyed visiting the zoo and the museum and the library. Dan liked his new house and all the grass and trees around it. He also liked his new school building. When he went to his room and met his teacher and some of the other students, he thought he would like his new home very well. Bill was his favorite boyfriend, and at recess he asked, "Bill, do you like to go to the museum and library?" "What museum and library?" said Bill. "We have a library in school but no museum!" "No museum? How about a zoo?" asked Dan. "You're in the country now, and we don't have things like that, but we find plenty to do. How would you like to hike up the mountain and look for snakes?"

How should Dan act in this situation?
Do you think he and Bill will be friends?

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V

Session V

What Are My Interests?: Taking An Interest Inventory

Objectives:

To help the children think about their own interests.

To have them freely list their own interests.

To provide an interest inventory for each child so that he may investigate his interests in relation to the interests of other fifth-grade students.

Suggestions to Teachers or Counselors:

The interest inventory planned for use in this session is meant to help the students acquire some idea of the strength and variety of their own interests. It does not have academic or vocational significance, although it may lead to consideration in later academic or vocational planning. No vocation decision should be encouraged at this age, nor should a decision be based on this inventory. The purpose is self-exploration.

The inventory items may be used by teachers as a means of identifying the attitudes of children about certain activities. The use of "liked" items in academic work for motivation could be encouraged.

Directions for administering the inventory are given under "Procedures" for this session.

The scoring of the inventories should be done by an adult who can then enter the scores on the test paper. The students should be able to draw their own profiles (Session VII) under the direction of the teacher.

Directions for Scoring:

The test items are divided into eight classifications with ten items in each group.

social	1 - 10	science	11 - 20
manual	21 - 30	verbal	31 - 40
art	41 - 50	music	51 - 60
social studies	61 - 70	play activity	71 - 80

Allow the following points: "L" -- plus two, "L?" -- plus one, "D?" -- minus one, "D" -- minus two.

Count the plus points for the ten items in the group. Count the minus points for the ten items in the group. Find the group score by finding the difference between plus and minus scores and attaching the appropriate sign.

Example:

$$\begin{array}{l} L\ \ = 6 \times 2 = 12 \\ L? = 2 \times 1 = \underline{\ \ 2} \\ \qquad\qquad\quad +14 \end{array}$$

$$\begin{array}{l} D\ \ = 1 \times (-2) = -2 \\ D? = 1 \times (-1) = \underline{-1} \\ \qquad\qquad\qquad\quad -3 \end{array}$$

$$\begin{array}{l} +14 \\ \underline{-\ \ 3} \\ +11 = \text{score} \end{array}$$

L	L?	D?	D	
		✓		71. Play volleyball
✓				72. Ride a bike
	✓			73. Row a boat
✓				74. Go sledding in the snow
✓				75. Dive in the water
	✓			76. Go hiking
✓				77. Ice skate
			✓	78. Run a race
✓				79. Go camping
✓				80. Go swimming

Procedures:

Begin the session by announcing that a game will be played. Pass to the children sheets of paper and ask them to put their name and section on the top. Then ask them to head the paper My Interests. In the game each student lists as many of his own interests as he can in three minutes. The winner is the one who listed the most. All should be commended. The papers should then be collected. These will be used to compare with the inventories.

Directions for Administering Inventory:

Motivation is very important in taking an inventory. The children should be told that they will be given a booklet with lists of many activities. They are to mark these "L" or "L?" if they like them, or "D" or "D?" if they do not like them. It is important to be thoughtful and accurate if they wish to learn about their own interests. Taking this inventory is like drawing a picture; if the answer is not representative, it is like drawing a crooked line and the picture will not be true.

It is imperative to emphasize the fact that in an interest inventory the objective is to get a true picture of interests and not a high score. A low score or an average score may be equally as good as a high score if these scores describe the strength of interest.

Pass the booklets to the children and ask them to supply the information at the top of the page: Name, Grade, Section, and School. After time has been allowed for this, begin to explain the procedure for marking the inventory.

"Please read item '1' and decide how you feel about it. If you like the activity very well, put a check (✓) under the 'L'. What do you think 'L' stands for? You are right, it stands for 'Like'. If you like it slightly, mark a check (✓) under the 'L?'. Perhaps you dislike this activity! If you dislike it very much, mark a check under the 'D'; but if you mildly dislike the item, mark a check under the 'D?'. Are there any questions?" (Answer any questions and, if necessary, repeat the instructions to this point.) "Continue by marking each item with a check under the proper letter after considering how you feel about the activity. Raise your hand if you need help or have a question. Give me your booklets when you finish."

The teacher should move about the room helping those students who request help and observing the work of the others to be sure that directions have been understood and carried out.

The session ends with the collection of the test booklets.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V, Session V

My Interests

Name ____________________ Grade ___ Section ___ School ________

Mark each test item with checks (✓) on the line to the left under the proper letters.

Like very much -- L
Like -- L?
Dislike -- D?
Dislike very much -- D

L   L?   D?   D

___ ___ ___ ___ 1. Visit friends at their homes

___ ___ ___ ___ 2. Belong to Girl Scouts or Boy Scouts

___ ___ ___ ___ 3. Cheer up unhappy people

___ ___ ___ ___ 4. Teach people how to do things

___ ___ ___ ___ 5. Help other students with homework

___ ___ ___ ___ 6. Go to parties

___ ___ ___ ___ 7. Go on vacation to a place where there are lots of other people

___ ___ ___ ___ 8. Make new friends

___ ___ ___ ___ 9. Be with other people most of the time

___ ___ ___ ___ 10. Play games like cards or monopoly

Score _______

L	L?	D?	D	
___	___	___	___	11. Study the stars
___	___	___	___	12. Find out what the weather will be
___	___	___	___	13. Take care of fish in an aquarium
___	___	___	___	14. Do an experiment about air
___	___	___	___	15. Study how wild animals prepare for winter
___	___	___	___	16. Study how space ships are built
___	___	___	___	17. Study about automobile motors
___	___	___	___	18. Watch a scientist work on an experiment
___	___	___	___	19. Find out how cameras take pictures
___	___	___	___	20. Discover how electricity can make lights light

Score ________

___	___	___	___	21. Make things of plastic
___	___	___	___	22. Make puppets
___	___	___	___	23. Type on a typewriter
___	___	___	___	24. Make a movie projector work
___	___	___	___	25. Make things from leather
___	___	___	___	26. Fix things like bicycles or dolls
___	___	___	___	27. Wrap presents for people
___	___	___	___	28. Repair things by sewing or glueing
___	___	___	___	29. Use tools to make things
___	___	___	___	30. Put together picture puzzles

Score ________

L	L?	D?	D	
				31. Read a book
				32. Have a speaking part in a play
				33. Write a poem
				34. Listen to news or comment shows on the radio
				35. Read the newspaper
				36. Write a letter to a friend
				37. Tell stories to children
				38. Read about famous people
				39. Write for the school newspaper
				40. Hear about a great event

Score ________

				41. Look at beautiful scenery
				42. Draw a funny picture
				43. Design a poster
				44. Paint a picture
				45. Decorate a room for a party
				46. Design birthday cards
				47. Make a dish from clay
				48. Design clothes
				49. Collect pictures and make a scrapbook
				50. Look at famous paintings

Score ________

L	L?	D?	D	
				51. Play a musical instrument
				52. Listen to a band
				53. Make up a song
				54. Play in an orchestra
				55. Sing in a choir
				56. Listen to records
				57. Sing while you work
				58. Dance or keep time to music
				59. Play a guitar
				60. See a musical T. V. program

Score ________

				61. Learn about laws in America
				62. Study about the life of American Indians
				63. Learn different languages
				64. Visit a prison
				65. Watch news programs on T. V.
				66. Study about the United Nations
				67. Learn about different kinds of work
				68. Help people of different races to get along
				69. Find out why there are labor strikes
				70. Report on why we need money

Score ________

L	L?	D?	D	
___	___	___	___	71. Play volleyball
___	___	___	___	72. Ride a bike
___	___	___	___	73. Row a boat
___	___	___	___	74. Go sledding in the snow
___	___	___	___	75. Dive into the water
___	___	___	___	76. Go hiking
___	___	___	___	77. Ice skate
___	___	___	___	78. Run a race
___	___	___	___	79. Go camping
___	___	___	___	80. Go swimming

Score ________

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V

Session VI

More About How Interests Affect Our Lives

Objectives:

To help children understand:

How interests influence their lives at present.
How interests may change with changing environment.
How interests affect friendships.
That they may want to develop a new interest.

Suggestions to Teachers or Counselors:

The class is centered around a play which is to be dramatized by the children. Only the first act has been prepared to start their thinking about the situation. They are to decide the outcome of the situation. This can be done by discussion or by writing and presenting the second act of the play.

The teacher will select children to play the roles and one to be the director and reader of the settings, etc. These children can be excused from the classroom for a short time to read over the parts and prepare themselves to present the play. In the meantime the teacher can hold a discussion with the children remaining in the class. The discussion could be about any questions they have, or it could prepare them to see the play by discussing the characters or the problem of loneliness all of us have when we move from one locality to another. Some children may have experienced this and can relate how they felt as strangers in a new school. They can also discuss how the situation could be handled.

If a group of students is motivated toward writing and presenting the second act of the play, they could be encouraged to do this as a part of their language arts program. Their play might also be shared with another class. Sensitivity to the desires of the students should guide the use of the material in this session as in all sessions.

Procedures:

Begin the session with a brief review of previous activities. Encourage comments and questions from the students in regard to these.

Assure the children that the interest inventories will be scored and returned to them at the next session when they will draw profiles and discover more about their own interests.

"During our class today we shall have a play about some fifth-grade students. Some of you may have a chance to make up an ending and play the parts for that." (The teacher should select students who can sight read easily and who can quickly interpret a part.)

The teacher then gives the parts to the children who will present the play and allows them time to read the lines before the presentation.

Those not in the play could read and discuss a story unused in Session IV, or the teacher could introduce the situation of the play to them by asking if any of them have ever moved to a new community. Those who have had this experience could share with the others how they felt and how they found new friends.

The children should take the responsibility for the presentation of the play. The teacher should watch the presentation and be alert for parts which may need clarification. After the play is over the teacher may say, "What about the second act? None has been written. How do you think the play ended?" Some classes will respond by discussion; some will respond by volunteering to prepare a second act for presentation later. This could be done as a language arts project. In either case the future of Mortimer and his classmates can provide material for thought.

The presentation of the entire play including an Act II and perhaps Act III would have to be done at a later date, allowing time for writing and rehearsing.

The play can be related to the experience the class had with the card game and the method for developing new interests. Could Mortimer develop new interests in this way? Could other members of the class develop new interests in this way? Could these interests be significant in future life?

End the session before the class is satiated with the discussion. More ideas could be considered at a later time.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V, Session VI

A New Boy Comes To School

Play -- Act I (Announcer reads)

Scene -- a fifth-grade classroom

Time -- just before morning recess

Characters --
The teacher
Mortimer Edward Crawford
Jan
Jim
Betty
Donna
Jay
Paul

(The teacher brings a new boy into the room and introduces him to the class.)

Teacher -- Boys and girls, this is a new student from West Virginia. His name is Mortimer Crawford, and I know you'll be glad to meet him.

Mortimer -- Pardon me, ma'am. My name is Mortimer Edward, and I'd like it right well to be called that.

Teacher -- Well, it's a long name, but, Mortimer Edward, we'll try to remember. Jim, will you be Mortimer Edward's host for the day? Show him where to hang his coat, please.

Jim -- Hi! Glad to meet you, Mort.

Mortimer -- My name is Mortimer Edward, and I'd be pleased to have you remember!

Jim -- What? Well, sure, I'll try, but it's a long name. Let's hang up your coat, and we have just time to get a library book before recess.

Jan -- Let me help Mortimer Edward get a book. I know where there are good ones.

Mortimer -- I thank you, but I don't care to have no book. I don't plan to waste my time readin' a book.

Jan -- But books are fun. You'd like books if you read some of ours.

Mortimer -- I don't want no book, thank you.

Teacher -- Maybe we can wait to get Mortimer Edward a book until he is better acquainted. I believe you can go for recess now.

(The children move outside and gather around Mortimer Edward.)

Jay -- Let's play ball. I'll get the ball and bat.

Paul -- Mortimer Edward, you can be on my team. I'll bet you're a good player.

Mortimer -- Thank you, but I don't play ball.

Paul -- Well, then, we'll play tag.

Mortimer -- That's for girls. I won't play tag.

Paul -- But what did you do at recess at your other school?

Mortimer -- We played "Kick The Can", threw rocks in the creek, or whittled.

Jay -- Well, you can easily learn to play ball. We do it all the time.

Mortimer -- I don't want to play ball.

Jim -- Okay. You boys go play. I'll stay with him.

(Boys go off to play ball. Donna and Betty come over to Jim and Mortimer.)

Betty -- Aren't you going to play ball?

Mortimer -- I don't like to play ball.

Donna -- Well, come over and shoot baskets with us. We're as good as you boys are at shooting baskets. We'll beat you.

Mortimer -- Thank you, but I don't want to shoot baskets.

Betty -- Why not? It's fun.

Mortimer -- Well, I don't think it's fun, and I'm not going to do it.

Donna -- Come on, Betty, he doesn't want to do anything.

(Girls go off.)

Jim -- Gee, I'll bet they're mad. Why didn't you want to shoot baskets with them? Don't you like girls?

Mortimer -- Girls are all right, but I don't know how to play basketball, and I wouldn't like it.

Jim -- Oh, I'll teach you. You'd be good; you look strong.

Mortimer -- I don't want to learn.

(Some boys and girls come over to talk.)

Mortimer -- You kids sure do look funny at this school. Why do you wear your Sunday clothes to school?

Paul -- These aren't Sunday clothes. We just try to wear clothes that look nice and neat.

Mortimer -- Only sissies would wear clothes like that to school where I came from.

Jan -- These boys aren't sissies. I don't think you're being very friendly.

Mortimer -- If you don't like me, you don't have to stay here with me.

Jan -- All right, we'll leave. Come on, girls.

Jim -- There's the bell. Recess is over. Let's go inside, Mortimer.

Mortimer -- Mortimer Edward, please!

(The next scene takes place back in the classroom.)

Teacher -- What's the matter, Jim? You've always enjoyed being a host before.

Jim -- He doesn't like anything we do. He doesn't even like the way we look, and he won't try to be friendly.

Teacher -- He does feel strange here. He grew up in a different kind of community and his interests are different. I think he's lonely, too. How do you think we can help him?

Jim -- I don't know, but I think if he wants to get along here he'd better get interested in the things we like and begin to treat us better.

Teacher -- Jim, it's a two-way street. Maybe we can interest him in our games, but maybe we can also get him to share some new interests with us.

Paul -- If something doesn't happen soon, we'll all hate him.

Teacher -- I need to take Mortimer Edward to the nurse. While we are gone, maybe you and the other students can find a way to help him. Will you try?

Jim and Paul -- Yes, we'll try.

End of Act I

Act II takes place in the classroom while the teacher and Mortimer are out seeing the nurse. The students are discussing ways to help the situation.

What do you think they said?

What could they have done to help Martimer?

What could Martimer have done to help himself?

Session VII

There Are Different Kinds Of Interests

Objectives:

To help the children think about different kinds of interests.

To help the children identify their own interests.

To give the children some idea of the strength of their own interests as compared to those of other fifth-grade students.

To allow each child to prepare two profiles: one to keep, one to be kept in school.

To relate interests to possible enjoyment of careers.

Suggestions to Teachers or Counselors:

The scoring of the inventories should have been finished and the final scores entered on the test paper according to the directions given in Session V.

The inventory papers and two profile sheets should be passed to the students. One profile should be made for the student's school records and one for him to retain.

If there is career information available for the use of the class, it could be coordinated in this session with the results of the inventories. Interest means only that one is likely to enjoy the work and not that he will be capable of doing it. A discussion of the relationship of interest scores with the kinds of activities involved in work emphasizing the careers which the children are considering would be appropriate.

A discussion of the similarity or dissimilarity of the interest profiles of close friends in the classroom will help relate this session to Session VI.

Procedures:

The teacher will begin the session by reminding the children of the booklets they used and by asking them if they really tried to fill them out carefully and truthfully. He may also remind them that if the answers were carefully given, the results will probably be helpful to them; but if the answers were not accurate, the results will not be accurate.

The answer sheets should be distributed to the children whose names are on them. Each child should also be given two profile sheets. It might be wise to fill in the one for the school first, and when it has been checked by the teacher, to copy the correct profile for the take-home profile.

"Please write your name and school on the Profile Chart and have a pencil ready to draw your profile. Look at the score near item ten on your inventory. This is your social score and will be entered in the first column. Move your pencil down the social column to the block numbered with your score and mark a dot (.) in the center of that block. Now look near item twenty at your science score and enter a dot in the block numbered with your score under science. Be careful to look at the '+' and '-' scores. This will make a great difference in your profiles."

Continue helping the children in marking the profiles. Check those who might make errors to be sure they understand. When the profiles have been marked, pass one Profile Explanation paper to each student.

"You have placed one dot in each column. Now connect each dot to the one following with a straight line. If you feel that you have made the profile correctly, you may complete the other one in exactly the same way.

"Now we will read the explanations for the different columns on the profile chart." (Allow time for students to read this or have the explanations read aloud.) "Use the information on the profile explanation to decide whether your scores are high, low, or average."

Stress the fact that there is no "good" or "bad" about these scores. There is no "passing" or "failing". Sometimes it is better to be low than high -- for some occupations. For other occupations it might be better to have high scores. The teacher could give examples of application of these scores to occupations.

Examples:

High science, high social, low music --
Nursing? Home Economics?

High music, high social studies, low science --
Music teacher?

Discussion can be held about the profiles and their significance after they have been completed. These are not done to have the children make occupational decisions. They are done to stimulate thinking and the developmental process. Please let the children know that they are not expected to be making vocational decisions, but they should think about their interests and discover what they might mean and whether they should or would like to develop new interests.

At the end of the class period, the children are allowed to keep one profile chart, and they return to the teacher the answer sheets and the other profile chart.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V, Session VII

Name ____________________

School ____________________

Profile Chart

	Social	Science	Manual	Verbal	Art	Music	Social Studies	Active Play
+20								
+19								
+18								
+17								
+16								
+15								
+14								
+13								
+12								
+11								
+10								
+ 9								
+ 8								
+ 7								
+ 6								
+ 5								
+ 4								
+ 3								
+ 2								
+ 1								
0								
- 1								
- 2								
- 3								
- 4								
- 5								
- 6								
- 7								
- 8								
- 9								
-10								
-11								
-12								
-13								
-14								
-15								
-16								
-17								
-18								
-19								
-20								

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V, Session VII

Meaning of Scores

Grade V -- Abington Means:

	Soc.	Sci.	Man.	Verbal	Art	Music	S. S.	A. P.
Boys	5	5	5	5	5	5	5	8
Girls	7	3	6	7	8	5	4	8

Social -- A high score means that you enjoy being with other people and working with others rather than alone. A low score means that you prefer to work independently.

Science -- A high score means you like to read, talk about, and investigate things in science. This could be about space, or nature, or energy, or many other things.

Manual -- A high score means that you particularly enjoy doing things with tools or with your hands.

Verbal -- A high score means you like activities where words are used, like reading or talking.

Art -- A high score means that you like to make and look at beautiful things. You like to draw and paint and create things from material like clay or fabric.

Music -- A high score means that you like music. Perhaps you sing or play an instrument or make up tunes. Maybe you enjoy listening to music.

Social Studies -- A high score in this area shows that you are interested in learning more about people and how they live and work together. You are also, probably, interested in learning about different places in the world.

Active Play -- A high score means that you have a lot of energy and like things where you move about a lot.

Session VIII

How Interests Are Related To Jobs

Objectives:

To help the children relate interests to jobs by means of taped interviews and a guessing game.

To briefly review all previous sessions.

To have students answer evaluative questions about the fifth-grade project.

To encourage them to pursue "interests" and "occupations" further.

Suggestions to Teachers or Counselors:

This is planned as the last of the sessions for grade five. If the teacher wishes to use additional activities, these could be added before or after Session VIII. This session is planned to allow time between the guessing game and the evaluation for reviewing the course and hearing the attitudes of the students.

The game is planned for a tape recorder and is enjoyed more by the students when it is done in this manner. The taping of the script can be done in a half-hour with the cooperation of five teachers. The familiar voices add to the children's motivation.

Evaluation forms should be reproduced and given to each student. By using these evaluations the course may be adjusted to be more satisfactory for the next use.

Procedures:

The teacher should introduce the tape and game to the class. The tape is to be played in parts. It should be stopped often, after each interview, to allow the students to "guess" the occupation of the person being interviewed. After the tape has been used, students who volunteer might pretend to describe other occupations in a similar way for the class to guess. This should not last more than ten minutes.

The next undertaking could be a quick review by the students of all sessions. Comments about the sessions by the students are of interest.

When the discussion has ended, pass the evaluation papers to the students and allow about ten minutes for completion. Collect the papers and express appreciation to the students for their cooperation.

End Of Grade Five

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V, Session VIII

Simulated Panel Discussion Tape

Interviewer -- We have invited you to come today to describe for us the "interests" which you have that make you enjoy your occupations. All of you have indicated that you do like your work and would encourage young people to think about careers similar to yours. Mr. Jones, will you please be the first to talk with us?

Mr. Jones -- Yes, Miss Hoffman, I will. I have a great interest in science -- particularly biology. I enjoy working with animals and also with people. I find that discovering what is wrong and proper methods of treatment is challenging to me. I do not mind working at unusual hours, and I really enjoy serving in an emergency. Of course, my work takes much education and training and continual study to keep up with new medicines and methods.

Interviewer -- And, Mr. Jones, what is your occupation?

(Pause for guesses.)

Mr. Jones -- Well, I'm Dr. Jones, a veterinarian.

Interviewer -- Thank you, Dr. Jones! Now, Miss Young, will you please tell us about yourself and your interests.

Miss Young -- Yes, I would like to tell you that I'm interested particularly in communication. I enjoy using words and punctuation properly. I like order and organization -- everything in its proper place. I also enjoy working with people -- helping them and talking with them; and I like to use my hands -- I have good manual dexterity. My work takes some study and training after high school, but I didn't go to college.

Interviewer -- Fine, Miss Young. And your occupation is ______?

(Pause for guesses.)

Miss Young -- I'm a private secretary. I started as a stenographer, but then I was promoted to being the secretary to the president of our company.

Interviewer -- Thank you, Miss Young. Mr. Steel, will you continue, please?

Mr. Steel -- My work is different from the work of Miss Young and Mr. Jones. I was interested in communications also, but I wanted to work outdoors -- to move around a lot. I would not enjoy sitting at a desk. I enjoy driving, seeing the land around me, and putting things together successfully. I like regular hours of work, but I find it very exciting to go out in a storm and repair the damage.

Interviewer -- I believe your job could be dangerous at times. And you are a _____?

(Pause for guesses.)

Mr. Steel -- I'm a telephone company lineman. I erect and repair the poles and lines to keep telephones operating.

Interviewer -- A very important job! And now, Miss Long, will you please continue?

Miss Long -- Well, I enjoy working with beautiful things and with people. I really like to help please people, and so I enjoy my work. I also like to pick things out that others will admire and to arrange them so that they look attractive. I did not have the opportunity for formal education after high school, but I find that by reading, I can keep well informed about my job. I did have a period of training when I learned about my merchandise.

Interviewer -- Miss Long, will you please tell us your occupation?

(Pause for guesses.)

Miss Long -- I'm a sales clerk and designer of floral arrangements in a florist's shop.

Interviewer -- We appreciate your contribution to our program. Thank you for coming here. Are there any people in the audience who would volunteer to be interviewed?

N.D.E.A. Title V-A, Project 13
Abington School District
Grade V, Session VIII

Evaluation

1. How well did you enjoy the career guidance lessons? Place an "x" at the point which agrees with your choice.

   Not at all ________ Fairly well ________ Very much

2. How much did you learn from the career guidance lessons? Place an "x" at the point which agrees with your choice.

   Nothing ________ Some ________ Very much

3. Which activity was most helpful to you?

   a. Short Stories Test
   b. "Oji"
   c. Taped Short Stories
   d. Interest Inventory
   e. Play
   f. Profiles
   g. Taped Panel Discussion

4. Do you wish to continue the series of career guidance lessons next year?

5. In the following questions, circle the letter before the statements which you think are true.

   1. Interests are:
      a. Being able to do things well
      b. Having good health and a good mind
      c. Liking to do things
      d. Being liked by other people

   2. Interests affect:
      a. Your school work
      b. Your health
      c. Your friendships
      d. Your play
      e. The amount of money you can earn

3. An interest is:
   - a. Something you do very well
   - b. Something you do willingly because you enjoy it
   - c. Something that is good for you, and your parents make you do it
   - d. Something your friends do and want you to do

4. Being interested in your work means:
   - a. You'll be very good at it
   - b. You'll enjoy it
   - c. You'll earn lots of money

5. Sometimes interests change because of:
   - a. Growing older
   - b. Having more money
   - c. Having had measles
   - d. Having new friends
   - e. Not being allowed to do them

6. Our interests:
   - a. Are inherited from our parents
   - b. May be learned from our parents
   - c. May be learned from parents, teachers, or friends
   - d. Are in us when we are born

Additional Activities

1. Write a paragraph about one of your interests. Include how you became interested, how you carry out the interest, and what you might do to get some friends involved in your interest.
2. Make up a short story about forming a new friendship because of a common interest.
3. Describe the interests of a character in a book you have read.
4. Interview people in varied occupations to find out about their interests. Tape these interviews.
5. Pantomime interests of workers -- guess who.
6. Arrange a meeting with parents of the fifth-grade students to discuss the activities and suggest ways in which the parents can extend and implement the program. (See below.)

Parent Meeting (or P. T. A. Program)

Objectives:

To make the parents aware of the career development guidance program and the reasons for using it.

To present certain classroom activities to them for their understanding of the program.

To secure their cooperation in extending the career development experiences of the students.

Suggestions to Teachers or Counselors:

The parent meeting should be scheduled during the time when the children are involved in the Grade V Sessions. After the children have had a number of the lessons, they will probably discuss some of the activities with their parents, and the parents will be curious to know more about the lessons.

The introduction to the course provides the rationale for the activities and could be used for the meeting.

GRADE VI

Theme: Changes That Are Taking Place, Decisions Which Are Made, And How They Affect Our Lives.

Reasons for Selecting Grade VI: Students in grade six face at the end of the year an important change -- transfer to junior high school. They are increasingly looking out beyond their immediate world and the changes that are taking place become more of a part of their conscious behavior. They are beginning to make and act on their own decisions which can affect their careers.

Reasons for Selecting the Theme: Change is an interesting phenomenon and serves as a motivating force for study. Change is taking place in the lives of the children and in the world of work. New industries are being established and as some occupations disappear, new ones are created. Conditions which will exist in the world when these sixth-grade students begin to work are unknown now, therefore it is important to help them make decisions which will provide them with the greatest potential for work under varied circumstances.

Trial Population:

School	No. of Boys	No. of Girls
Glenside-Weldon Elementary	66	46
Huntingdon Elementary Annex	17	13
TOTAL	83	59

Total Students -- 142

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI

Session I

How Changes In Work Will Affect My Life

Objectives:

To introduce the career development guidance course to the sixth-grade students.

To help the students become aware of the changing conditions in the world.

To consider how the world may be in twenty years when the students will hope to be working.

Suggestions to Teachers or Counselors:

The tone of the sessions may well be set by the type of introduction which the teacher presents. No grades will be given for the work, and the development of attitudes rather than assimilation of information is our purpose. Motivation for participation in the course must come from the student's enjoyment and appreciation of its value for him. An enthusiastic teacher who is truly interested in assisting the personal development of the student is necessary if the course is to be a success.

A coordinated tape and slide presentation has been prepared for this session. The script is included in the session material and could be pre-taped by two students and an adult in the school. If the prepared slides are not available, the children could cut pictures from magazines to go with the tape or a collection of suitable slides could be gathered from local photographers. It is also possible, but not as desirable, to use the script as a play without the accompanying pictures.

The purpose of the presentation is to involve the students in a consideration of the changing conditions in the world and the affect these should have on their plans for living in the future. Opportunity should be allowed for discussion after the presentation.

It is suggested that the students be asked to write a brief report on changes in some area of life projecting the conditions of the future. "Shoes -- Past, Present, and Future" could be a topic. Guns, Cooking, Travel, Mail, Nursing, Teaching, or Communications might be topics. The children should be encouraged to use their imaginations in their own area of interest. These papers will not be graded for the guidance work but could also be used as a language arts assignment.

Procedures:

Introduction:

"This is a new kind of study where you will try to learn more about yourselves and how you may better prepare to live in the world as it will be when you are adults.

"This program is one in which we will share experiences and also opinions. But you will receive no grades. Sometimes we will ask you to do some homework, but this homework will also count for one of your subjects so that you should have no more to do than before.

"We will study ourselves and how we have changed and will change.

"We will study the world and how it has changed and might change.

"We will study work and how it has changed and might be in the future.

"Do any of you have questions or comments?

"To begin our work we have some slides and a skit which may help us in thinking about the past, present, and future. After we use these we will have some time for discussion."

Show the slides while playing tape or use another of the activities as suggested for teachers.

After the presentation, a brief discussion should center on the interests of the children. If necessary the following questions could be used:

1. What changes have you observed during your lifetime?

2. Can you describe a school of the future?

3. Name some other things which may change and tell how you think they will be.

4. What should you do to be ready to work in the world of the future?

Assignment:

"Later on during our course, we will want to talk more about you and what you will find when you are thirty years old. To help in our discussion, I will ask each of you to write a short report on the 'Past, Present, and Future' of something which interests you. Please try to be original and write about something that you think no other person will use. Can anyone now name his subject?" (Hear a few and either approve or help with further suggestions.)

"That will end our lesson today. I'll see you again on _____." (Set next date.)

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session I

What's Ahead?

Characters -- Counselor
Dan
Kay

Time -- A school day

Place -- In the counselor's office

Counselor -- Since we're discussing plans for the future, I'd like to know what careers you're considering. Dan, of what are you thinking?

Dan -- My grandfather was a farmer, and I've always wanted to be a farmer too. We had fun when we went to his farm in the summer. It was even fun to do the work. I liked riding the tractor and helping with the cows and picking the vegetables out of the garden. That's the way to live!

Counselor -- It was a great way to live, but I'm afraid there isn't much future in that kind of farming. Even now farming is becoming big industry with expensive machinery. Where is your grandfather now? Does he still have his farm?

Dan -- No. Some land developers paid him a lot of money for his farm, and he sold it. He says you can't make a living on a small farm anymore, but I thought I'd like to try because it's such a great life -- outdoors and all, you know. And you don't need more than a high school education.

Kay -- I wish I could think of an interesting career that I could do right after high school without any more training. Mr. (name of counselor) could you suggest anything?

Counselor -- Do you know that you sound as if you'd like to have lived about a hundred years ago instead of in the future? Haven't you thought about how things in this world are changing? Have you tried to think how things might be when you are ready to go to work?

Dan -- No, not really. I thought they'd be like they are now.

Kay -- Yes, I guess I did too. I've seen some things about the future on T. V., but I don't know if it'll really be that way.

Counselor -- Let's think together about how some of the things with which we're familiar have changed and how they might be when you're ready to go to work. Think about your homes first. (Slide one.) Here's a picture of the kind of house the Indians taught the early settlers in New England to build. Two men cut thin, supple trees and wove them into a frame. Then the rest of the people gathered material and thatched the frame to make a covered shelter. (Slide two.)

Kay -- They weren't very comfortable, I'll bet. It didn't take many years before they began building houses of wood and stone with fireplaces. (Slide three.)

Counselor -- Yes, and glass in the windows, then stoves, and furnaces. But do you think the house of the future might look like this? (Slide four.) Or an apartment house like this? (Slide five.)

Kay -- One or two men could never build a building like that. It would take many experts to plan and build all those conveniences. They'd have to be very smart people.

Counselor -- That's exactly what I mean. The more improvements we have, the more knowledge it takes to build and care for them. Let's think about farming since Dan is interested in that. Remember how they milked the cows? And made the butter? And planted the fields?

Dan -- I guess I belong back in those times. That's the way I like to work. And you didn't need to know algebra to do that. Riding a tractor over the fields is great. (Slide six.)

Counselor -- That's right. You could get by on little education. But then you had to work hard from sunrise to sunset just to supply the needs of the family. There wasn't much time for reading or parties, and hardly any time for sports. But I believe the farm of the future will be run by remote control. Agriculture experts will plan the schedule and procedures, and an electronics expert will sit in a tower and control the robots which do the hard work. (Slide seven.)

Dan -- Hey, that's neat. The operator runs the tractors and helicopters by remote control. He doesn't even get wet or hot -- that tower is probably air conditioned! But it would take a knowledge of electronics and radio and maybe even chemistry.

Kay -- In the past, the women worked hard too, making the bread and canning and sewing. I guess everybody spent most of their time just working. That doesn't sound so good. Maybe it is better to use your brains to make life easier.

Counselor -- Just compare this picture of a kitchen in 1700 (slide eight) with its open fireplace and pewter cookware with this drawing of a kitchen of the future. (Slide nine.) Can you tell about the kind of equipment she's using?

Dan -- I'll bet she's heating food with infra-red rays there on the right.

Counselor -- Yes, she is, and the roast is cooking ultrasonically, while the dishwasher just to the lady's right also operates on ultrasonic waves without the use of water.

Kay -- Is that a freezer for food on her left?

Counselor -- Not quite -- it is food storage, but the food is dried rather than frozen and is prepared by adding water and perhaps heating for a minute or so. An entire dinner could be prepared in fifteen minutes. No more slaving in a hot kitchen, and no need to employ a cook or maid. Once again, the worker who needs little training has been replaced by inventions.

Dan -- I wonder if we'll still have T.V.'s and Hi-Fi's. If my dad and mom have so much spare time, I'll never get to see my programs or hear my records.

Counselor -- Well, how about an entertainment center where everyone can enjoy his own type of program. (Slide ten.) It might be something like this.

Kay -- That's great. Headphones for everyone, and different tapes playing at the same time. But who's going to repair that?

Dan -- Once again, it'll take a highly trained expert! That's no equipment for an amateur to play with.

Counselor -- Another area of work that is bound to change is actual construction. (Slide eleven.) Men have been doing masonry, carpentry, and plumbing in the same way for some years. Look how they're working slowly by man-labor on this job.

Dan -- By 1980 they ought to use helicopters to lift cement blocks to the place where they're needed.

Counselor -- (Slide twelve.) What do you think of this? Remote controlled helicopter to lift, high powered, high speed drills with underground electric cables?

Kay -- And look at the safety helmets and uniforms! Yes, it'll probably be that way. Dan, do you think you'd like to work in construction?

Dan -- Not without learning a lot first. Life isn't going to be so simple. Brains instead of muscles. Why, the people of the future will probably be all head -- hardly any body.

Counselor -- Well, they might be if they didn't get exercise in their leisure time. I believe we'll enjoy exercising in the future -- be educated for that -- and take excellent care of our health. While we're talking about education, how about the changes in schools? (Slide thirteen.)

Dan -- Look at that -- one room, one teacher, and probably not many books.

Kay -- And how about the pony waiting? Some student came to school by pony instead of by bus. No gym, no home economics, no auditorium . . .

Dan -- No movies, no T.V. -- learning wasn't very exciting then, was it?

Counselor -- Oh, I guess it could have been exciting to those people, but we might not like it so well. Look at these pictures of a school of today. (Slide fourteen.) Quite a difference, isn't there? Do you think you learn more?

Kay -- We must learn more. I heard someone say that there have been more inventions in the last fifty years than in all the previous years in history. How can anyone learn about all these new things?

Counselor -- No one person can. We specialize much more now. Think how one man filled several jobs in the small towns in the nineteenth century -- what did the man who owned this building do? (Slide fifteen.)

Kay -- Auctioneer, Furniture, and Undertaker -- what a combination! Now each of those jobs takes several people, all trained to do a special kind of work.

Dan -- And they don't need nearly as much preparation for that kind of work as for engineering or medicine or law.

Counselor -- Of course, many people will also be involved in the defense of our country. Some are even now exploring the depths of the oceans using highly technical equipment (slide sixteen) to find food and space for the people of the future.

Kay -- And others are building space ships and planning for trips to the moon. (Slide seventeen.)

Dan -- When I think about all these things, sometimes I feel as if I'd like to get aboard that space ship and blast myself back into the past where life was simple. But I guess this future we face will really be exciting if we're prepared to live in it!

Kay -- It will be, I know. But how can we be ready? Is education really the key to the future? (Slide eighteen.)

(The End)

Session II

How Have I Changed?

Objectives:

To help the students think about themselves and how much they have changed due to maturation.

To help the students measure their present interests.

To assist the students in considering their own vocational development.

Suggestions to Teachers or Counselors:

In this session we are attempting to vividly confront the children with changes that have taken place within themselves. The "tool papers" (see below) evoke an emotional response; negative at first but becoming positive as they learn that the teacher does understand that the assignment is beneath their level. The situation needs to be handled with humor.

The interest inventory suggested for use in this session is the same one used in grade five, Session V, and directions for administration may be found on page 19 of this manual. Directions for scoring may also be found in Session V; and drawing the profile may be found in Sessions V and VII. The profile will be made in grade six, Session IV.

Because interests may be better related to vocational planning in the grade six lessons, while in grade five the emphasis was on self-discovery, it is felt that the students will benefit from the repetition. Comparison could be made with the previous year's profile to further investigate personal change.

Procedures:

Briefly review with the students the theme of the slide presentation, "Changes in Ways of Living".

Collect papers on "Past, Present, and Future" and announce that a few of them will be selected for sharing with the group in another session.

At this time papers with simple drawings of stone-age tools may be passed to the children. The directions on these papers say "Color these drawings. Name the tool in use today which is like the one in the picture." These papers are obviously on a second-grade level. The children will recognize this; they will probably quietly show how they regard them. The teacher may ask, "What do you think of this page?"

Answers seem to vary from "They are interesting." (polite children) to "They're for babies." We are looking for answers which indicate that the children realize that the papers are not suitable for students in sixth grade. The teacher may then ask, "For whom are they suitable?" Answers will vary -- the first or second grade -- and then the teacher may ask, "Why are they suitable for second graders and not for you? How are you different from second graders?" A brief discussion should follow and culminate with the statement, "You have changed a great deal since you were seven. How will you change in the next five years? And after that?"

The next activity may be related to the discussion with a comment that an interest inventory will help the students to assess their present interests. Since motivation is very important with this type of instrument, encourage the students to use the inventory to try to find out more about themselves. Using this is similar to drawing a picture of one's self. Each answer is like a line -- if it is simple and unsophisticated but will help the students in assessing their own likes and dislikes at the present time. The interests of sixth-grade students are still changing and are not stable enough for decision making about vocations but can be valuable in furthering thought and development.

After papers have been passed and names written, it will take about ten minutes to do the inventory. End the session by collecting the papers for scoring later.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session II

My Interests

Name ____________________ Grade ___ Section ___ School ________

Mark each test item with checks (✓) on the line to the left under the proper letters.

Like very much -- L
Like -- L?
Dislike -- D?
Dislike very much -- D

L	L?	D?	D	
___	___	___	___	1. Visit friends at their homes
___	___	___	___	2. Belong to Girl Scouts or Boy Scouts
___	___	___	___	3. Cheer up unhappy people
___	___	___	___	4. Teach people how to do things
___	___	___	___	5. Help other students with homework
___	___	___	___	6. Go to parties
___	___	___	___	7. Go on vacation to a place where there are lots of other people
___	___	___	___	8. Make new friends
___	___	___	___	9. Be with other people most of the time
___	___	___	___	10. Play games like cards or monopoly

Score _______

L	L?	D?	D	
				11. Study the stars
				12. Find out what the weather will be
				13. Take care of fish in an aquarium
				14. Do an experiment about air
				15. Study how wild animals prepare for winter
				16. Study how space ships are built
				17. Study about automobile motors
				18. Watch a scientist work on an experiment
				19. Find out how cameras take pictures
				20. Discover how electricity can make lights light

Score ________

				21. Make things of plastic
				22. Make puppets
				23. Type on a typewriter
				24. Make a movie projector work
				25. Make things from leather
				26. Fix things like bicycles or dolls
				27. Wrap presents for people
				28. Repair things by sewing or glueing
				29. Use tools to make things
				30. Put together picture puzzles

Score ________

L	L?	D?	D	
				31. Read a book
				32. Have a speaking part in a play
				33. Write a poem
				34. Listen to news or comment shows on the radio
				35. Read the newspaper
				36. Write a letter to a friend
				37. Tell stories to children
				38. Read about famous people
				39. Write for the school newspaper
				40. Hear about a great event

Score ________

L	L?	D?	D	
				41. Look at beautiful scenery
				42. Draw a funny picture
				43. Design a poster
				44. Paint a picture
				45. Decorate a room for a party
				46. Design birthday cards
				47. Make a dish from clay
				48. Design clothes
				49. Collect pictures and make a scrapbook
				50. Look at famous paintings

Score ________

L L? D? D

___ ___ ___ ___ 51. Play a musical instrument

___ ___ ___ ___ 52. Listen to a band

___ ___ ___ ___ 53. Make up a song

___ ___ ___ ___ 54. Play in an orchestra

___ ___ ___ ___ 55. Sing in a choir

___ ___ ___ ___ 56. Listen to records

___ ___ ___ ___ 57. Sing while you work

___ ___ ___ ___ 58. Dance or keep time to music

___ ___ ___ ___ 59. Play a guitar

___ ___ ___ ___ 60. See a musical T. V. program

Score ______

___ ___ ___ ___ 61. Learn about laws in America

___ ___ ___ ___ 62. Study about the life of American Indians

___ ___ ___ ___ 63. Learn different languages

___ ___ ___ ___ 64. Visit a prison

___ ___ ___ ___ 65. Watch news programs on T. V.

___ ___ ___ ___ 66. Study about the United Nations

___ ___ ___ ___ 67. Learn about different kinds of work

___ ___ ___ ___ 68. Help people of different races to get along

___ ___ ___ ___ 69. Find out why there are labor strikes

___ ___ ___ ___ 70. Report on why we need money

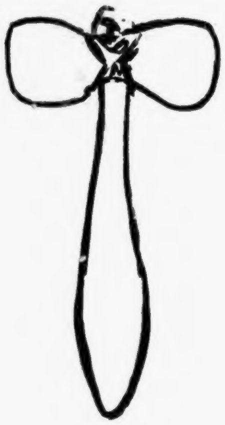
Score ______

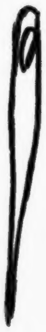
L	L?	D?	D	
___	___	___	___	71. Play volleyball
___	___	___	___	72. Ride a bike
___	___	___	___	73. Row a boat
___	___	___	___	74. Go sledding in the snow
___	___	___	___	75. Dive into the water
___	___	___	___	76. Go hiking
___	___	___	___	77. Ice skate
___	___	___	___	78. Run a race
___	___	___	___	79. Go camping
___	___	___	___	80. Go swimming

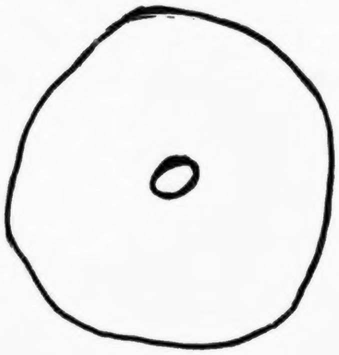
Score ________

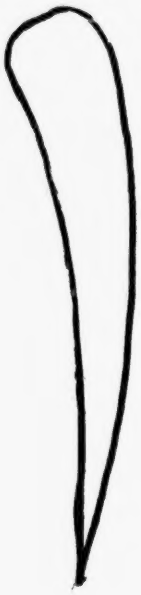
N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session II

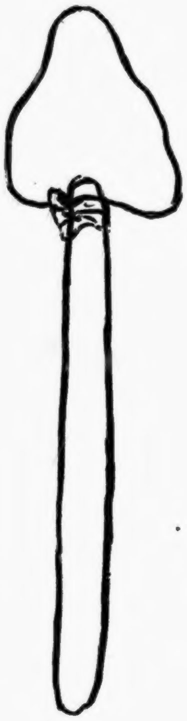
TOOLS

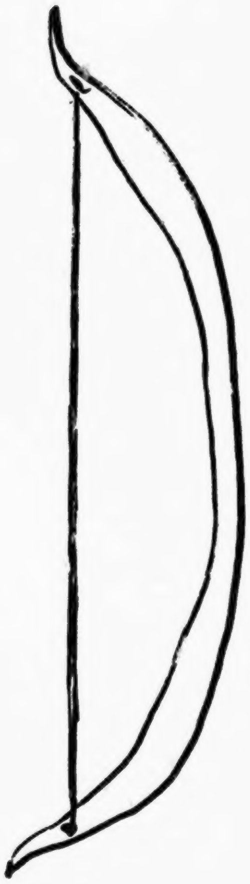


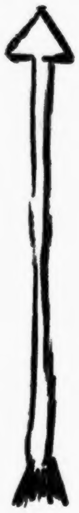












Name and Color These Tools

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI

Session III

How Changing Conditions Affect My Decisions

Objectives:

To further consider change.

To use a technique which will vividly present to the students the need for educational preparation.

To help the students understand the importance of decisions which they are now making.

Suggestions to Teachers or Counselors:

If some of the reports which have been written on "Past, Present, and Future" are well done or interesting, this would be the time to share them with the class.

The main theme of the session is contained in the script. It is highly recommended that this be presented on a tape which has been prepared from the script accompanying this session. The voices of one woman, one man, and two girls are needed. There should be a pause on the tape between each segment of the skit to permit discussion.

Procedures:

Begin by having several children share their reports on "Past, Present, and Future" with the class. Encourage some discussion about the reports. The trend of change from past to future is that of moving from the simple to the more complicated; or from the general to the specialized.

How does one prepare to live in a complicated world where specialized training is necessary?

The taped sequential decision making is the next technique to be used.

"We're going to try a game at this time. On this tape we will have a story about two girls and their school experiences. It is done in several parts, and after we hear each part we can discuss the situation and then decide upon the action we think the girls will take. The group decision will be determined by your votes. Let's hear the first part."

Play the first segment of the story, have the discussion, and count the votes. Do not tell the students the outcome, but let them hear it on the tape. The vote the students make is important because this involves each student emotionally and gives him experience in decision making.

When the tape and discussion are finished, the session should be closed. During the next session, the students may draw the profiles for their interest inventories.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session III

How Changing Conditions Affect My Decisions

Scene I -- Two sixth graders, Janet Stone and Betty, are deciding which subjects to study in seventh grade.

Betty -- I know what I want to do. I think I want to be a secretary some day, but I might go to college, so I'll take the language next year as the teacher suggested. What are you going to do, Janet?

Janet -- I'm not taking the language! My sister says that's really hard, and you have to study all the time! I'm not going to do that!

Betty -- But Janet, if we don't study, we'll never be able to go to college or even be prepared to find work.

Janet -- Sure we will. But we'll get married anyway. I'd like to know which classes are easiest and take them. I want to have fun in junior high school!

Betty -- I want to have fun too, but I'm afraid my parents wouldn't let me take the easy courses.

Janet -- They have to -- just flunk the hard ones, and they'll have to let you take the easy ones.

Betty -- Oh, Janet, you sound terrible! Why don't you think it over and take the language with me. You've always done well in school, and the teachers say you could.

Janet -- Why don't you take the easy ones? Oh well, I'll think it over, Betty -- you might be right!

What do you think Betty and Janet should do?

What do you think they decided to do?

Scene II -- Betty did take the harder classes, and Janet took the easiest ones she could get. The scene is now three years later in the hall of high school.

Betty -- Hello, Janet. I don't see much of you anymore. How do you like high school?

Janet -- Oh, it's okay, I guess. How do you like it?

Betty -- I think it's great. I just got a part in the class play, and I'm really excited about that. Why didn't you try out?

Janet -- Are you kidding? I'm on probation -- I flunked two subjects, so I can't do anything. What a crummy place!

Betty -- You flunked two subjects? But Janet, how could you? Didn't you pick the easy ones?

Janet -- Oh sure, but those teachers don't like me.

(Enter Mr. Wilson.)

Janet -- Hello, Mr. Wilson.

Mr. Wilson -- Hello, girls. Oh, Janet, I've been trying to see you; you've been having trouble with your work, and we believe you need some help in reading. If you'll see Mr. Hart, he'll help you after school three days a week until you're caught up.

Janet -- After school -- I don't know about that. I'm busy then.

Mr. Wilson -- It's up to you. I believe you can do well if you try.

Betty -- Give it a try, Janet. I still think you should change courses.

Janet -- I'll think about it.

What should Janet have done?

What do you think she did?

Scene III -- Janet did not go for help. She was too busy going to watch the boys play football and having a soda at the lunchroom. Now we hear the girls talking in the hall of the high school two years later.

Betty -- Hello, Janet. What's wrong?

Janet -- (in tears) That horrible teacher just put me out of class, and I'm going to quit school.

Betty -- Why did she put you out?

Janet -- Oh, I didn't have my homework done, and I was chewing gum. She's horrible, and I told her too!

Betty -- Even then, Janet, you shouldn't quit. You'll need your high school diploma, and you have only a year to go.

Janet -- A year! That's a life time in this place. I can't stand it!

Betty -- A year isn't long. And if you did your work, you'd get good grades. I'll help you if I can.

Janet -- Thanks, Betty. I should have stayed with you back in sixth grade! I guess it's too late now.

Betty -- No, it isn't. Please don't quit!

What should Janet do?

What do you think she did?

Scene IV -- Janet did quit school, and she tried to find work. After trying at several places, she saw an advertisement in the paper which stated that a large telephone company needed workers. We hear her now at a job interview at the telephone company.

Miss Iron -- Hello, Miss Stone. I believe you have come to apply for a position with us. Where did you hear of openings in our company?

Janet -- There was an ad in the newspaper which said that you needed girls.

Miss Iron -- Oh, yes. We do need some people to fill several positions. Will you tell me first about your work experience, please.

Janet -- Oh, I've never worked. I just quit school about two months ago, and I haven't found a job yet.

Miss Iron -- How old are you, Miss Stone?

Janet -- I'm seventeen.

Miss Iron -- And how far did you go in school?

Janet -- I finished my junior year, and then I didn't like school so I decided not to continue but to get a job.

Miss Iron -- I see. Well, I'm afraid I must be very discouraging. We rarely take people without high school diplomas, and none of the positions we have could be held by a person with so little education.

Janet -- But, Miss Iron, I really want to work, and I can't find a job anyplace. Don't you have anything I could do? Couldn't I be a telephone operator? or a file clerk? or anything -- just to get started?

Miss Iron -- We need very few operators and clerks. Most of this work is now done automatically and the few that we do employ need training. I believe you will have to look for some other kind of work.

Janet -- I want an office job though.

Miss Iron -- I'm sorry. If you want an office job, you will need to have more education!

What should Janet do now?

What do you think she did?

Session IV

My Interests

Objectives:

To review the course with the students.

To draw a profile of interests.

To help coordinate the information which has been presented so that it is logically structured.

To help the students look into the future.

Suggestions to Teachers or Counselors:

The emphasis for this session is on drawing and understanding the meaning of an interest profile. The directions for doing this are included in grade five, Session VII. The occupational check list can be used in this session to suggest occupations for comparison of interests. It will also be used in Session V to aid in investigating the amount of education required for certain kinds of work.

Career information from the counselor's file or from the school library could be used for additional information about interests and work.

Each student will want to discuss the meaning of his profile. The information paper should help in understanding, but a personal interview with the counselor would be very appropriate at this time.

Procedures:

Have some students summarize the previous sessions and the main points which have been made.

Make an interest profile from the scored interest inventory. Pass the inventories to the owners. Pass the profile sheets to the students and ask them to read them. Help the students to place an 'x' in the correct block in each of the columns on the profile sheet and then to connect them with straight lines. Discuss the meaning of the profile emphasizing that neither high nor low scores are good or bad -- a "good" score is one that gives a picture of the person's interests, and most people are interested more in some things and less in others. The students should be allowed to keep an interest profile for their own use.

Introduce the occupational check list to the class. Pass the papers to the students and have them write their names and homerooms on the paper. Read the directions together. Invite the students to survey the list quickly and ask them about any of the occupations which need to be clarified. Ask the students to check any which interest them as possible future careers. Each student may check as many as he wishes and may write in at the bottom of the list any which were not previously mentioned. This checking is done on the left of the list.

The students may keep the occupation lists until the next session when they will be discussed further. In the meantime, they may discover more about the occupations listed and the interests one would use to have to enjoy the work.

Analyze the kinds of work involved in the occupation (i.e., creative, helping people, manual) and compare with interest levels on the profiles.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session IV

Name ____________________

School ____________________

Profile Chart

	Social	Science	Manual	Verbal	Art	Music	Social Studies	Active Play
+20								
+19								
+18								
+17								
+16								
+15								
+14								
+13								
+12								
+11								
+10								
+ 9								
+ 8								
+ 7								
+ 6								
+ 5								
+ 4								
+ 3								
+ 2								
+ 1								
0								
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- 7								
- 8								
- 9								
-10								
-11								
-12								
-13								
-14								
-15								
-16								
-17								
-18								
-19								
-20								

N.D.E.A. Title V-A, Project 13
Abington School District
Grace VI, Session IV

Meaning of Scores

Grade VI -- Abington Means:

	Soc.	Sci.	Man.	Verbal	Art	Music	S. S.	A. P.
Boys	7	5	5	5	5	6	5	9
Girls	7	3	6	7	8	7	5	9

Social -- A high score means that you enjoy being with other people and working with others rather than alone. A low score means that you prefer to work independently.

Science -- A high score means you like to read, talk about, and investigate things in science. This could be about space or nature, or energy, or many other things.

Manual -- A high score means that you particularly enjoy doing things with tools or with your hands.

Verbal -- A high score means you like activities where words are used like reading and talking.

Art -- A high score means that you like to make and look at beautiful things. You like to draw and paint and create things from material like clay or fabric.

Music -- A high score means that you like music. Perhaps you sing or play an instrument or make up tunes. Maybe you enjoy listening to music.

Social Studies -- A high score in this area shows that you are interested in learning more about people and how they live and work together. You are also, probably, interested in learning about different places in the world.

Active Play -- A high score means that you have a lot of energy and like things where you move about a lot.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session IV

Name ______________

School ______________

Occupational Check List

Please check the occupations which you think you might choose to do as an adult. If you think of one which is not listed, please write it in at the end. Use the lines on the left of the occupations.

___ Factory worker ___
___ Telephone operator ___
___ Telephone lineman ___
___ Airplane hostess ___
___ Barber ___
___ Clergyman ___
___ Detective ___
___ Housekeeper ___
___ Librarian ___
___ Registered nurse ___
___ Policeman ___
___ Salesman ___
___ Undertaker ___
___ Mail carrier ___
___ Bank teller ___
___ Secretary ___
___ Author ___
___ Insurance broker ___
___ Space scientist ___
___ Lumberman ___
___ Carpenter ___
___ Auto mechanic ___
___ Plumber ___
___ Baker ___
___ Chemist ___
___ Veterinarian ___
___ Waiter/waitress ___
___ Printer ___
___ ___

___ Janitor ___
___ Computer programmer ___
___ Engineer ___
___ Athlete coach ___
___ Beauty operator ___
___ Cook ___
___ Fireman ___
___ Lawyer ___
___ Maid ___
___ Physician ___
___ Psychologist ___
___ Teacher ___
___ Watchman ___
___ Typist ___
___ Hotel manager ___
___ Gas station operator ___
___ Store manager ___
___ Actor/actress ___
___ Gardener ___
___ Zoo worker ___
___ Electrician ___
___ Painter ___
___ Truck driver ___
___ Bricklayer ___
___ Farmer ___
___ Landscaper ___
___ Forest ranger ___
___ ___
___ ___

Using the following code, mark each occupation according to the amount of education which is required in preparation for it. Use the lines on the right of the occupation.

a. Less than high school graduation
b. High school diploma
c. Technical training
d. Two years of college
e. College graduation
f. More than college degree
Special training course

Session V

How Is Education Related To Occupations?

Objectives:

To help the children learn more about the need for education in the world of work.

To allow the children to make some exploratory occupational choices.

To encourage the children to investigate the amount and kind of education needed in different occupations.

Suggestions to Teachers or Counselors:

Use the occupational check list which the children should have retained after the last session at the beginning of Session V. Be familiar with the occupations listed and the approximate amount of education needed for each. The Occupational Outlook Handbook (see counselor or librarian) could be a useful resource during this period.

The skit is to be presented by two boys with volunteers trying to answer the questions at the end of the script.

Procedures:

Ask the students if they have checked the occupations which are of interest to them. They may check as many as they care to consider. They may write in the empty spaces any which have not already been listed. Further discussion of some occupations may be necessary.

When the checking has been accomplished, explain the use of the educational levels itemized below. Each student is to try to decide on the kind and amount of education needed for each of his choices and write the letters assigned to that level in the space to the right of the lists. One, two, or more letters may be used in combination. For example, psychologists need more than college education and special training -- list "f" and "g" in the space provided. Work with the students to verify their ideas. Oral checking of answers is one possibility.

Use the playlet about the employer and employee. Choose two boys who can read well to take the parts and permit them to practice briefly before doing the skit for the class. After the skit encourage discussion about Johnny, about his past decisions, and about his decision which he must now make.

The session could be summarized with a statement about the value of making decisions in sixth grade which will keep open many opportunities for the future. These decisions involve:

studying or not studying
attending school or playing hookey
honesty or dishonesty
consideration of others or selfish actions

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session V

How Is Education Related To Occupations?

Mr. Saunders -- an employer

Johnny -- young working man

Mr. Saunders -- Johnny, how long have you been working for us?

Johnny -- About a year, Mr. Saunders, I think. I quit school in November and came to work here as an elevator operator in December.

Mr. Saunders -- Well, Johnny, we have decided to install automatic elevators next week, and we'll no longer need elevator operators. Since you've been a good worker, prompt and conscientious, I'd like to keep you here. What else would you be able to do?

Johnny -- I suppose I could load trucks or be a watchman for you. I don't know much about machinery or office work.

Mr. Saunders -- We're cutting down on truck loaders because we are getting more automatic equipment, and we have an automatic alarm system so we no longer need watchmen. How far did you go in school?

Johnny -- I quit in eleventh grade. I could have done the work, but I was tired of school and wanted to earn some money to buy a car. I guess I'm not qualified to do much, but I need a job. Don't you have anything for me?

Mr. Saunders -- We do need a janitor. It's hard to get men who are willing to clean and sweep well, and the pay isn't too bad. Would you like to try that?

Johnny -- Honestly, Mr. Saunders, I don't think I'd like to be a janitor. There doesn't seem to be enough future in the job for me. But then no job I've been able to find has much future. What else can I do?

Mr. Saunders -- Did you think about going back to school for more education? I'll agree with you that most jobs with a promising future require education. How about going back to school?

Johnny -- It isn't that easy. When I left school, I knew I'd have to support myself. My parents can't pay my bills. I have to work. I've really gotten myself into a mess!

Mr. Saunders -- There is a way out. You could work as a janitor at night and go to school during the day. It won't be easy to study, but it's a chance for you. How about trying that?

Johnny -- May I think it over? I guess I'll have to make an important decision now. Shall I try to go to school, or shall I take the kind of job I can get to earn enough money to live?

What do you think would be the best plan for Johnny to follow?

Session VI

How Are Jobs Likely To Change?

Objectives:

To investigate the jobs of the '70's.

Suggestions to Teachers or Counselors:

A filmstrip and record named "Preparing for the Jobs of the '70's" is recommended for use in this session. It has been produced by and is available from Guidance Associates of Pleasantville, New York.

This session may be omitted if desired, and the continuity of the series will not be lost; however, the material is relevant, and the students will probably enjoy seeing this production. Part One, which runs about eighteen minutes, is especially useful. Part Two (also eighteen minutes) is valuable too but could be used at another time.

Procedures:

"We've discussed your interests and the need for education to prepare for the jobs of the future. Now we'll have an opportunity to hear more about the jobs of the future and how they'll be done. The filmstrip and record will take about twenty minutes, after which we can discuss it for a short time."

Show the filmstrip with the record.

If students wish a discussion, it could be done; if not, the session can end with the announcement that at the next session a guest speaker will be invited to come to the room and talk about changes in his work and job opportunities of the future. The students should be encouraged to be good listeners and to ask questions which they may have about the guest's field.

Session VII

More About Changes In Jobs

Objectives:

To give the students opportunity to hear and question a person experienced and directly involved in an occupation outside the field of education.

Suggestions to Teachers or Counselors:

The success of this session will depend largely on the enthusiasm and ability of the guest speaker. It is highly recommended that a speaker be invited to each sixth-grade class where a spirit of friendly informality can be attained. By experiment, it has been found that a large group meeting is ineffective and is not enjoyed by the students. They need and enjoy the more personal contact in their own classroom.

Included with the session materials is a letter to the speaker which suggests an outline for the presentation. The speakers have said that this was helpful in their preparation. Very few men feel comfortable about meeting with sixth-grade classes, but they become enthusiastic when they see the response of the students. If a uniform is commonly worn (as a nurses uniform), the students would be interested in seeing this.

Try to limit the time to about forty-five minutes, with fifteen to twenty minutes for the presentation and about twenty minutes for questions. A committee from the class should write a note of appreciation to the guest within a few days after the session.

Procedures:

The guest is invited to the classroom and is asked to give a fifteen-minute presentation about the history of his occupation, the outstanding changes which have occurred, the employment opportunities, and his predictions for the future changes in his field. Unless the guest has a thorough understanding of what is desirable, he may find it difficult to make a meaningful presentation.

The teacher should introduce the guest to the class. It would be well to name his occupation, the place of his work, and his relationship to the school (parent, neighbor, etc.) if any.

If the speaker needs help with materials, either a student or the teacher should be prepared to assist. The teacher is responsible for the behavior of the class and should remain in the room during the entire session.

When the guest has finished his talk, questions from the students should be encouraged. Guidance may be needed in some cases to keep the questions on the main subject.

It is desirable to tape this session for future reference. The students particularly enjoy hearing the question and answer period in which they have participated.

One student could verbally express the appreciation of the group to the speaker before he leaves.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session VII

Dear Sir:

We are delighted that you are willing to speak in our sixth-grade classroom on __(day)____, November __, 19__, at _____ a.m. This will be an important part of our vocational guidance program for the year.

May I suggest the following questions as a guide for helping in your presentation. These are only suggestions and not binding.

1. What is the history of your industry or occupation?
2. What "changes" have taken place?
3. What is being done in your industry or occupation today?
4. What sort of things will be done in the future?
5. When these sixth graders are ready for employment, what sort of jobs will be available?
6. What kind of education or training will be needed?
7. Questions from the students.

If you wish to bring any materials for demonstration, we will arrange for a student to carry these from your car.

We appreciate your cooperation in our project and look forward to your visit.

Very truly yours,

Session VIII

How Is My Future Built?

Objectives:

To help the children view the future and think of their own careers.

To help them understand that on the present the future is built.

To help them appreciate the value of education.

To evaluate the sessions by use of a questionnaire.

Suggestions to Teachers or Counselors:

The committee which has prepared the note for the speaker could read it to the class for approval before mailing. Additional comments about the last session and a review to coordinate the work would be appropriate in this last session.

The skit, Acts I and IV, is meant to lead the children into thinking and feeling about what makes children improve. Having them role-play parts for Acts II and III will allow them to try out their ideas. Discussion about the role-playing will also help them to consider actions and consequences.

In addition to the written evaluation suggested for this group, a verbal evaluation by the students should be permitted if they desire.

Procedures:

Call on the chairman of the committee to read the note of appreciation which they wrote to the speaker. Ask for class approval or suggestions for the note.

Introduce the skit to the class. "This is a skit in four scenes. The first and last scenes have been written and will be played by some of you. Scenes II and III have not been written, but we will ask some of you to volunteer to act out these scenes as you think they happened.

"For scene I, I'll ask the following to play parts: Teacher -- _______, Sue -- _______, Joe -- _______, Dick -- _______, and Julie -- _______.

"For scene IV, we'll have: Sue -- _______, Joe -- _______, Dick -- _______, and Julie -- _______.

"When you have done these parts of the skit, we'll call for volunteers to try the other scenes." (Present the skit with brief answers to questions at the end of scene I.)

"Scene II takes place at recess with Joe and the teacher as characters. Who will role-play Joe and the teacher? Talk it over quickly while we select characters for scene III.

"Scene III takes place later with Joe and his schoolmates. Who can imagine what might have happened in this situation which helped Joe?"

Let the students present the missing scenes and then go to the questions at the end of scene IV. Encourage discussion and thought about the attitudes of the characters.

Give the students the evaluation questionnaires to complete and then encourage verbal evaluation. Since this is the last session, it would be an appropriate time to express appreciation for the class participation and cooperation.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session VIII

Play for Sixth Grade

Act I -- Scene is a sixth-grade classroom during a class.

***

Sue -- (to Julie) Watch Joe, he'll be in trouble again!

Joe -- (throws paper wad at Dick while Dick is listening to lesson)

Teacher -- (sharply) Joe! Pick up that paper. (Joe does.) Why did you do that when you are supposed to be listening?

Joe -- Well, I didn't understand what you were talking about . . .

Teacher -- No wonder. You weren't paying attention. Not only are you not learning, but you are annoying Dick and keeping him from learning.

Joe -- Aw, he's not really listening either. Who wants to hear about stuff that happened so long ago? What good will that do us?

Teacher -- This is part of your education. By learning about what happened in the past, we may know more about what will happen in the future. But that's not the important thing, Joe. You stay in at recess, and we'll talk more about this incident.

Dick -- (raises his hand and then speaks) I know how Joe feels. Sometimes I don't want to listen or study either. Sometimes I think I'd rather run off and live in the woods and never study again.

Julie -- You wouldn't really like that -- to live alone and not have any money! You might think that now, but I'll bet you'd rather be a doctor like your father.

Dick -- Oh, I'd like that, but it seems so far away. Every time I have to choose between having fun and doing work, I think maybe next time I'll just have fun.

Joe -- See, that's the way I feel, and I have lots of fun.

Sue -- You weren't having so much fun last night when you had to take your report card home.

Julie -- Nor last week when you had to pick up the rocks you threw in the hall door, nor when you weren't invited to Gail's party because they were afraid you might spoil it.

Dick -- They're right, Joe. And most of us don't want to be around you because we're afraid you'll get us in trouble.

Teacher -- That's enough, children. Joe and I will have a talk about all these things. Maybe he can think about what you have said and learn from this. You may go for recess now.

***

1. What do you think happened to Joe?
2. How do you think Joe would act in twelfth grade?

***

Act IV -- Scene is a high school classroom six years later.

***

Julie -- Congratulations, Joe! You really deserved to be voted the outstanding boy student in our class.

Sue -- How did you ever get all "A's" on your report card so many times?

Dick -- And be in all those activities besides? I never realized how many things you were doing.

Joe -- (laughing) Was I ever surprised! This is the greatest thing that ever happened to me. Or ever will happen, I guess.

Sue -- Oh, no. Just think -- you have a scholarship to college. Aren't you thrilled about that? Before you know it, you're going to be a great lawyer like Perry Mason.

Julie -- And we'll be asking for your autograph.

Joe -- Do you remember how I used to be? Remember the trouble I was always in during the early grades? How I never did my work and got you in trouble too?

Dick -- Sure, I remember. I used to hate to sit near you because I was sure I'd have a frog down my back or a tack on my seat. What ever made you change?

Joe -- I guess you don't remember one time in sixth grade when you all told me you didn't like me. Well, I remember. And the teacher talked to me at recess, too. I was really mad at all of you -- so mad that I ran away from home. But I started thinking -- and you were right. When I went home, I said I'd change then and there.

Sue -- And you did. By the end of sixth grade, you weren't like that anymore.

Julie -- No, you weren't. I know because all the girls started to like you then, but you didn't pay any attention to us.

Joe -- Well, it didn't happen all at once -- sometimes I still fooled around, but not so often. I liked getting good grades and having people like me, and I didn't need to throw paper wads to get attention anymore. You know, once I started to change, I liked the new me so much better that I kept on -- and am I glad!

***

1. What do you think really made Joe change?
2. Put yourself in Joe's place. How could you best be helped by the teacher? By your fellow students?

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VI, Session VIII

Questionnaire for Sixth Grade

1. Did you enjoy the guidance activities?
2. Which one did you enjoy most?
3. Which one did you enjoy least?
4. What kind of work do you think you'd like to do?
5. What did you learn from these sessions?
6. How do you think that the things you studied will make any difference in the way you act?
7. Please write any suggestions you have for improving these sessions.
8. Which of the following are most important to you in school? Number them 1, 2, 3, ... etc.
   - having friends
   - playing sports
   - learning a lot
   - knowing teachers
   - being in school activities
   - getting good grades
   - being admired by teachers
   - being admired by fellow students
   - being the best dressed
   - taking responsibility

Name ______________________________ School __________________

Additional Activities

1. Field trip to an industry to see people at work.

2. Career Study Booklet:

   History of career, training needed and where it can be obtained, daily duties and responsibilities, rewards, interview or letter from someone in the career.

3. Prepare a booklet illustrating how some line of work has changed.

4. Write a short theme on a phase of change which is of interest to you.

5. Have some of the better students modify a game like "Parcheesi" to highlight the concept of change in some occupation.

6. Arrange a meeting with parents of the sixth-grade students to discuss the activities and suggest ways in which the parents can extend and implement the program. (See below.)

Parent Meeting (or P. T. A. Program)

Objectives:

To make the parents aware of the career development guidance program and the reasons for using it.

To present certain classroom activities to them for their understanding of the program.

To secure their cooperation in extending the career development experiences of the students.

Suggestions to Teachers or Counselors:

The parent meeting should be scheduled during the time when the children are involved in the Grade VI Sessions. After the children have had a number of the lessons, they will probably discuss some of the activities with their parents, and the parents will be curious to know more about the lessons.

The introduction to the course provides the rationale for the activities and could be used for the meeting.

GRADE VII

Theme: Our Values -- How They Influence Our Decisions And Our Lives

Reasons for Selecting Grade VII: Developmental psychologists believe that the early adolescent is beginning to govern more of his behavior through certain fundamental beliefs or values. For this reason, it was felt that the seventh grade would be an appropriate time to undertake some initial study of the influence of values on decisions as they relate to careers.

Reasons for Selecting the Theme: The values which individuals hold play an important role in the kinds of decisions they will make. Since much of a career choice involves various decisions, it follows that students should have an opportunity to study values and become more conscious of their own value patterns.

Additionally, it appears from a review of the research that there is limited knowledge of values as related to the development of the adolescent.

> Note: A study of values is admittedly difficult. There is not universal agreement about which values are important or indeed what they include. This ambiguity and uncertainty should not deter the quest to discover what exists. We do believe that lives are motivated by values and students should be brought to grips with a systematic study of them.
>
> The Authors

Trial Population:

School	No. of Boys	No. of Girls
Abington Junior High School	18	30
Glenside-Weldon Junior High School	35	12
TOTAL	53	42

Total Students -- 95

Session I

What Are Values?

Objectives:

To introduce the course.

To define values and differentiate values from abilities and interests.

To list values, both positive and negative.

Suggestions to Teachers or Counselors:

The first session will set the tone for the course, and the tone should be one of honest self-appraisal and interested exploration. The techniques rely on student participation and contribution rather than on teacher presentation. An effort has been made to outline class procedures, but flexibility, particularly in pursuing the interests of the students, is encouraged.

In this session the story and papers are used for motivating thought about values, interests, and abilities. Most students will have had previous experience with these concepts, and now can organize them to meaningful structure.

Procedures:

Introduction

"Where will you be and what will you be doing twenty years from now? Where would you like to be?" (Let some students answer.) "What kind of work would you like to be doing?" (Permit time for answers.) "How much money do you think you'll be earning? Will you be giving orders or taking orders?

"In the course we're now beginning, we want to look at your ambitions and think about your values and whether your present values will help you achieve your ambitions. We'll ask three main questions:

1. What are my values?
2. From where do my values come?
3. Toward what kind of future will my values take me?

"Your interests and abilities are also factors which determine your future. By considering the experiences of John Anderson in the story which follows, perhaps we can distinguish between interests, abilities, and values. Then we can try to find a definition of 'values'.

"John Anderson had never really enjoyed studying in school, although he was able to do well enough when he tried. He was much more interested in talking with his friends or meeting new friends. He was also interested in cars, either in driving them or repairing them. Motors of all kinds fascinated him. When the time came to make a decision about his future career, he did not want to go to college, even though his parents thought he should try it. He didn't really know what he wanted to do, so he took a job at a garage as an apprentice mechanic. It was easy for John to learn how to repair cars, and he enjoyed this for a while. Soon he became so good at this that he was the best repairman in the shop. The work became boring -- no challenge anymore -- and he knew he'd have to find another kind of work.

"Fortunately John had an opportunity to try selling machinery to industries. He went through a training period and showed great promise in understanding the machinery and the ways in which it could be used. He also had a charming smile and pleasant way with people. John enjoyed talking with customers; he enjoyed traveling around to various towns; he enjoyed the challenge of solving the problems encountered with the machinery. John became a top salesman with his company and was content with his work.

"The salary John earned was excellent and provided him with security and some luxuries. The prestige he acquired because of his knowledge and perception of his machinery was pleasant. The people with whom he worked really liked him and invited him to social affairs. His opinion of business and politics was respected, and his presence at meetings was desired. In the meantime, John married and had a family of which he was proud. John felt that life was very good.

1. What were John's interests?
2. What were John's abilities?
3. What were John's values?
4. How can we define values?" (Try to elicit a definition of values from the class.)

"Here are some papers on which there is a definition of values. Values may be positive or negative. Let's list as a class all of the positive and negative values of which we can think." (Have the students mention values for the list.)

Collect the lists and keep them for the next session.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session I

Values List

VALUES -- The things of social living such as ideals, beliefs, and customs which the members of the group regard with some emotional feeling. These values may be positive or negative.

Positive Values	Negative Values

Name ______________________ School ______________

Session II

How Do Values Influence Behavior?

Objectives:

To understand the meaning of "values".

To judge actions in terms of "values".

To find a standard for judging values as positive or negative.

Suggestions to Teachers or Counselors:

The students should now know a definition of "values" and be able to name some values, and this session is aimed at helping them judge "values" and apply them in practical situations.

The "Bob" and "Penny" papers should initiate thought about the situations used and a lively debate over the students' judgments about the situations may involve most of the class members. It is difficult to give an unqualified "true" or "false" in some of the situations just as this is true in real situations. This technique will also reveal the values held by the students.

The standard suggested for judgment here is "How will this action affect the social group in which I live?"

Procedures:

Review the definition of values and list of values from Session I.

Pass the "Penny" papers to the girls and the "Bob" papers to the boys.

"On the papers you have just received, you will see a description of a boy or girl and twenty-two statements about the boy or girl. Mark each statement 'T' or 'F' for true or false according to the way you think these people would act. When you finish marking the papers there will be a chance for discussion of the issues and values involved."

Allow time for marking the papers. When the majority of the students have finished, ask if there are any items for which they had difficulty in deciding. Items 13, 16, 2, and 18 usually will bear debate.

Debate should be encouraged as long as reasons are given for the stand taken by the students. The values which pertain to the issues should be named.

The questions might be resolved by asking the following question of the class about each issue: "How would the action recommended in this situation affect the social group of which I am a member?"

Also worth discussion are these questions: How do my values affect my membership in the social group? For what values do you look in your friends? For what values are employers looking when they interview prospective employees?

The last question will be considered further in Session III by a speaker who is familiar with employment practices.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session II

Penny

Penny is a pretty seventh-grade girl with the ability to be a good student and a special talent for singing. Her father died when she was three years old, and she lives with her mother. Although Penny's mother works hard to support them, there never seems to be enough money, and Penny cannot buy many new clothes or spend money on entertainment.

What do you think Penny would do in the following situations? Mark "T" for "True" or "F" for "False".

___ 1. Penny studies very hard every night.

___ 2. When time is short, Penny washes her hair and clothes rather than study.

___ 3. Penny chose to miss choir practice to go to a movie.

___ 4. Penny will try to save money by getting her lunch without paying if she can.

___ 5. When Penny felt that the teacher was wrong, she talked back to her in front of the class.

___ 6. Penny studies instead of going to school parties.

___ 7. When the girls laughed at Penny's dress, she made fun of the yellow skin of the Chinese girl.

___ 8. Penny wants to be class president.

___ 9. Penny would do almost anything to be "popular".

___ 10. Penny enjoys "gossiping" about her friends.

___ 11. Penny will quit school when she is seventeen.

___ 12. Penny won't sing solos because other girls don't sing solos.

___ 13. Penny saw Louise copying during a test and told the teacher.

___ 14. Penny thinks her mother doesn't love her, and she doesn't really care.

___ 15. Sometimes Penny takes things from the stores for which she cannot pay.

___ 16. Penny changes an "F" on a report card to a "B" so her mother won't worry.

___ 17. Penny enjoys going to church.

___ 18. When there was a drive to help the Korean children, Penny did not help.

___ 19. Penny works after school instead of playing basketball.

___ 20. Penny would slap any girl who made fun of her best friend.

___ 21. Penny "giggles" during the flag salute.

___ 22. Penny doesn't care whether teachers like her or not.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session II

Bob

Bob is the oldest of five children. His father is a good man who cannot make enough money even though he works hard most of the time. His mother is so busy with housework that she doesn't have time to help the children with schoolwork. Bob loves sports and has many friends, but he can't seem to get good grades.

What do you think he would do in the following situations? Mark "T" for "true" and "F" for "false".

___ 1. Bob studies very hard every night.

___ 2. When time is short Bob takes a bath and washes his hair rather than study.

___ 3. Bob missed basketball practice to go to a movie.

___ 4. Bob will try to save money by getting his lunch without paying if he can.

___ 5. When Bob felt the teacher was wrong, he talked back to him in front of the class.

___ 6. Bob studies instead of going to school parties.

___ 7. When the boys laughed at Bob's old sweater, he made fun of a Chinese boy's yellow skin.

___ 8. Bob wants to be class president.

___ 9. Bob would do almost anything to be "popular".

___ 10. Bob enjoys "gossiping" about his friends.

___ 11. Bob will quit school when he is seventeen.

___ 12. Bob won't join the choir because his friends don't belong to the choir.

___ 13. Bob saw Penny copying during a test and told the teacher.

___ 14. Bob thinks his parents don't love him, and he doesn't really care.

___ 15. Sometimes Bob takes things from the stores for which he cannot pay.

___ 16. Bob changes the "F" on his report card to a "B" so his parents won't worry.

___ 17. Bob enjoys going to church.

___ 18. When there was a drive to help the Korean children, Bob did not help.

___ 19. Bob works after school instead of playing on the soccer team.

___ 20. Bob would fight any boys who teased his little sister.

___ 21. Bob makes faces at the kids during the salute to the flag.

___ 22. Bob doesn't care whether teachers like him or not.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII

Session III

What Values Are Important To Other People?

Objectives:

To investigate how other people regard values.

To discover which values are important to employers.

To discover which values people in your social group desire in their friends.

Suggestions to Teachers or Counselors:

This session is built around the speaker, and it is important to have a speaker familiar with employment practices, aware of the value systems of our culture, and able to communicate with seventh-grade students. One might be found through the public relations offices of large industries, through the service clubs in your area, or through the state employment service office in your area.

A letter confirming this appointment with an outline of the desired information is included with the material for this session.

A presentation of twenty to thirty minutes with a question-discussion period of fifteen minutes is suggested.

Procedures:

The teacher may introduce the speaker to the class including in the introduction facts about his occupation, his training, and his relationship to the school and community.

After the presentation, the class should be given the opportunity to ask questions or enter into discussion about values and work.

If time allows, the question, "What values do you wish your friends to have?" should be asked the class.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session III

Dear Sir:

The seventh grade, section ____, of ____________Junior High School invites you to speak with them on (day), of (date) at (time). We are hoping that you will talk to us for about twenty minutes on the following subjects:

1. Values absolutely required by employers.
2. Values desired by employers.
3. A description of a model employee.

We would like to have a discussion period with you of fifteen minutes when you have finished your presentation.

Our class has been studying values and how our values affect our lives. We believe that a person with your experience can contribute much to our program, and we will appreciate your help.

Very truly yours,

Session IV

Values Affect Behavior

Objectives:

To simulate the emotions stimulated by ambivalence regarding values.

To aid in the student's understanding of the difficulty sometimes encountered in judging values and deciding on one's course of action.

To give experience in methods of reaching a decision by considering values.

Suggestions to Teachers or Counselors:

A skit and a role-playing situation are the techniques on which the session is based. Since the skit can be done without much preparation, the students who would like to participate but are not creative could be selected to present it. On the other hand, the role-playing situation requires creativity and verbal facility of its players. Each student participating should have a copy of the skit and of the role-playing situation. Student leaders could be selected to conduct the discussion after each activity.

Procedures:

Quickly recapitulate the last session and deal with any questions which have arisen.

"Today we'll try to experience some of the feelings which young people have when they must make decisions about their own actions. Dramatizing some situations and then discussing them may help us. I'll ask for volunteers to play the parts in the skit and role-playing and to moderate the discussion."

After the characters have been selected, the skit can be presented without rehearsal. During the discussion about the skit, those students who will participate in the role-playing could be given an opportunity to plan their presentation. They should be encouraged to play their solution of the situation.

In the discussion values and probably results of acting on certain values should be emphasized.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session IV

Skit

Scene -- A classroom of a school building.

Characters -- Joan, high school girl
Mr. Lewis, band director
Mr. Grey, teacher
Elaine, another high school girl
Sharon, another high school girl
Bert, a high school boy
Bill, another high school boy

Time -- Immediately after school; students are ready to go home or to activities.

Mr. Lewis -- (walks into room calling) Joan, Joan! May I see you for a moment please?

Joan -- (in her coat, ready to leave) Yes, Mr. Lewis.

Mr. Lewis -- Joan, I just got your note about leaving the band. You play the clarinet so well that I really count on you. Do you have to do this?

Mr. Grey -- (walks over) Joan, may I see you before you leave? You ought to stay and finish your typing assignment.

Joan -- Oh! I'm sorry about the band and the typing, but I was offered a job as a waitress at the "Inn", and I need to be there by three-thirty.

Elaine -- It's a great job! She'll get a salary and lots of tips.

Mr. Lewis -- Well, Joan, I know you'd like the money, but do you need it enough to give up all your school activities? You'll miss a lot of fun and good experience.

Joan -- I'm trying to earn money to buy my own clothes and save for business school after I graduate.

Mr. Grey -- But, Joan, if you don't spend time on your school work, you won't be able to go to business school anyway. You need to practice to do well in typing and shorthand. I'm afraid you can't afford all the time this job might take. When will you work?

Joan -- If I want the job, I must promise to work every day after school until eight o'clock and all day Sunday. I don't want to give up my activities, but the "Inn" is a nice place to work, and I'll make a lot of money.

(Bill, Bert, and Sharon join the group.)

Sharon -- I'm leaving now. See you at the church for play rehearsal tonight, Joan.

Bill -- I'll see you too. It'll be a great play with all of us in it.

Joan -- Sorry, kids -- I'm out! I'm taking a job so I can't get to rehearsals; and since I'll be working Sundays, I couldn't be in the play anyway.

Bill -- You're kidding! You couldn't just drop out of the play and never come to church.

Bert -- She could if she wants to -- it's her life!

Elaine -- Joan will make lots of money as a waitress and have fun too. Think of the clothes she'll buy! Wow!

Bill -- Where is she going to wear them? To wait on tables? Joan, you don't have to work now. You'll miss too much!

Mr. Grey -- Yes, Joan, you ought to concentrate on school work and other activities now. You've plenty of time to work at a better salary later.

Joan -- Now I am confused! I do want to play in the band and do well in typing, but I would also like to earn some money.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session IV

Role-Playing Situation

Characters --

Mr. Snyder, Randy's father
Randy, a seventeen-year-old boy
Scott, Randy's friend
Kitty, Scott's girlfriend

Setting --

Living room of Randy's house

Time --

Saturday afternoon

Situation --

Randy asks for the use of the family car for Saturday night to go into the city to the movie. Father refuses because the car needs new tires, and he says it might be dangerous to drive that far in traffic. Father then leaves the room, and Randy, Scott, and Kitty discuss the situation. They know that Randy's parents are going away with friends early in the evening and will not be home until very late. Scott suggests that Mr. and Mrs. Snyder would never know if they used the car.

What did they decide to do?

What were the results of their decision?

Session V

What Are My Values?

Objectives:

To ascertain the values highly regarded and those less well regarded by the class group, have the students rank typical values.

To simulate decision making situations in a sequential game involving values.

Suggestions to Teachers or Counselors:

Part One - Copies of the values ranking sheet will need to be made for each student for this session. The directions for ranking are given under "Procedures".

Part Two - There are several ways in which the sequential game may be used, and three will be suggested here. The first method will necessitate duplicating enough copies of each alternative for the entire class. If the second method is used, copies will be needed for each committee; and if the third method is used, the material in this course will be sufficient.

The game is played by considering the given situation and then deciding on which choice to follow. The choice determines the next situation. The players should think about the values involved and the possible results of each choice. An attempt to portray realistic situations and reasonable results of decisions has been made.

Method One - Give each student the game-solving sheet and Situation I. When he has completed listing values and his decision, he may ask for IIA or IIB, which he then receives. When this has been done, he may request IIIA, IIIB, IIIC, or IIID. The ultimate outcome may be written by each student. If desired, these could be shared with the rest of the class.

Method Two - The class could be divided into committees of five or six children. Each committee should receive a game-solving sheet and Situation I. The committee then has to reach a decision after consideration and discussion. The recorder of the committee enters the information on the game-solving sheet and requests the next situation as in Method One. The outcome would be produced by the committee. Role-playing this would be a possibility.

Method Three - The entire class works together to find the solutions for the game. A student is selected to read the situation aloud, moderate the class discussion, and conduct the voting on alternatives. Other students could act in this same way for the remaining situations. The final outcome could be decided by the class discussion.

If the game is not finished in this session, it could be continued into Session VI.

Procedures:

Part One - "We have been thinking about our values, and we have been trying to understand what these values mean in our lives. Let's think of this class as a small segment of society and try to discover how this society rates some values.

"We may be able to accomplish this by having each of you rank certain values according to your own feelings. Try to be honest, and don't put your name on the paper. From these rankings we can have a committee reach and report on the class ranking by our next session. I'll pass papers to you and then we can have questions and comments." (Pass rating papers to each class member and deal with questions and comments.)

"Directions for using rating papers --

1. Read and think about each item.
2. Place a rank number from '1' to '12' in the box to the left of each item. The highest rating is '1', and the lowest is '12'.
3. Rank each item carefully. It may be hard to decide in some cases, but please help our project by making a decision as to which values are most important to you."

Select the committee to complete the ranking and allow them to collect the papers. (The directions for the summary of ranking are found under "Suggestions to Teachers or Counselors" in Session VI.)

Part Two - "To give us experience in weighing values in making decisions, we can play a sequential game today. We'll read a story about a situation, consider the values involved, and then decide on one of two possible courses of action. A new situation resulting from this choice will then be presented with another opportunity for choosing from two alternatives. This will be repeated, and then you will be asked to describe the final outcome."

The teacher begins the game according to the method he has chosen and proceeds as directed. If a teacher or student finds a better or more interesting procedure, it should certainly be followed. If students wish to debate the merits of their choices and cite values in the process, this should be encouraged.

The purpose of the game is to promote thought, feeling, and discussion about appropriate actions in certain situations. Anecdotes about other situations and solutions which the students have experienced could add to the interest of the session.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session V

Values

Rank the values listed in order of importance to you. Do not put your name on the paper, and try to be honest. Rank by numbering the values stated from "1" to "12" -- "1" is the one most highly regarded, and "12" is least regarded. A summary of the rating of values in your class will be reported to you at the next session.

☐ Having power over people.

☐ Being respected by others.

☐ Being well-liked by others.

☐ Knowing a lot -- being intelligent.

☐ Being able to do many things well.

☐ Knowing that you are safe and comfortable.

☐ Being in good physical and mental health.

☐ Being right.

☐ Being religious.

☐ Helping other people.

☐ Being loyal to your nation.

☐ Being courageous.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session V

Situation I

As Bob went hurrying along the hall to try-outs for the baseball team, he saw Dick at his locker. "Dick", he yelled, "aren't you trying out for baseball this year? The coach is expecting you to play again." "No," said Dick, "I have a job at the grocery store after school every day, and I can't work and play ball. I guess I'll forget about baseball this year." "Why don't you just come to try-outs? Coach is really expecting you, and you ought to explain to him that you have to work." "Well, maybe I'll go for a while. I'd like to play, but I like to earn money too. I don't know if I'm good enough to make the first team, and I'd rather spend my time working at the store than warming the bench." said Dick. Bob and Dick went to the try-outs together, and Dick could not resist playing. The the coach called him to come and talk about being on the team. The coach asked him if he'd like to play first base on the first team. Dick really did want to play, but he also wanted to earn enough money to buy a car when he was sixteen. What did Dick do? How did he decide?

A. Dick decided to play on the team.

B. Dick decided to keep his job.

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session V

Situation IIA

Dick decided to play on the baseball team. The coach was tough and demanded a lot from his players. They had to keep up with their studies, and they had to keep in training. There were rules about going to bed by ten except on weekends, eating good food, being at practice regularly, no smoking, no swearing, being a good sport, etc. The boys knew that the rules were made to help them and the team, but sometimes they got pretty tired of living up to them. On Sunday nights they were to be home and in bed at ten. One Sunday evening Dick was out with some friends, and they suggested going bowling. It sounded like fun, and Dick decided to go for a while but leave early. While they were bowling, Larry produced a pack of cigarettes. "Hey, guys, want a drag?" he said. Most of the guys did, but Dick refused. "What's the matter, Dick, scared?" laughed Larry, and the other boys joined in the teasing. "Come on, have one." Dick hated being laughed at, but he felt that he shouldn't smoke. What did he do?

A. He took a cigarette.

B. He refused the cigarette and left to go home.

Situation II B

Dick decided that he should keep his job because he had promised to work, and he felt that he should do as he had promised. He explained this to the coach, and though the coach did want him to play, he did understand. Dick worked hard at stocking the shelves and carrying groceries, and he was paid quite well. His savings account was growing. Sometimes he did wish that he were in school activities instead of working -- maybe there would be an easier way to get money.

One day the man with whom he was stocking shelves asked him if he'd like to make a little extra money. "How can I do that?" asked Dick. "It's easy." said his boss. "Just hide some cartons of razor blades, candy, or cosmetics by the door each day. They'll disappear, and money will be there the next day for you." "But that's not honest. That's the same as stealing." Dick said. "Listen, kid, the owner will never miss what little we take. He's making lots of money and paying us little. We've got a right to that extra. And I warn you -- if you don't cooperate, he's going to find out that you've been stealing from him!" said the boss. "But, I haven't!" claimed Dick. The boss said, "Who do you think he'll believe when I tell him who's been taking things? You or me? Be careful, kid. You'd better cooperate." What did Dick do?

C. Dick began taking some things for the boss.

D. Dick reported the boss to the owner.

Situation IIIA

Dick couldn't stand the teasing so he took the cigarette and lit it. He really didn't enjoy it, but at least the fellows weren't laughing at him anymore. The bowling continued, and the cigarette burned out. At this time Dick heard his name called and looked up to see the coach at a lane further down. He wondered if the coach saw him smoking. He looked at the clock and noticed that it was just about ten o'clock, and he knew he should be at home. The coach called him to come over and talk. Dick was trying to think what he'd say. Should he deny that he had been smoking? Had the coach actually seen him? Should he tell the truth? What should he say about being out so late? Would he be thrown off the team? Dick walked hesitantly over to the coach.

A. What do you think the coach said?

B. What do you think Dick said?

C. Do you think he was thrown off the team?

N.D.E.A. Title V-A, Project 13
Abington School District
Grade VII, Session V

Situation III B

Dick refused the cigarette and left to go home. At the door he met the coach just coming into the bowling alley, and he was glad he'd made the decision to leave. The coach offered him a ride home and told him on the way how well he'd been playing and how pleased he was to have him on the team. Dick did feel good to hear that and resolved never to get in a bad situation again.

When Dick got home his mother told him that Janet had called and wanted to know if he would be a candidate for school president. Dick was happy to be asked, but he didn't know if he should take the offer. While he played baseball, he needed all his free time for study, and his work might suffer if he took the time to campaign. Of course, he could lose the election, and that would be terrible after he took the time to try to win. On the other hand, it would be a great honor to be school president, and he'd like to be a leader. It might help his chances of getting into college too. When he asked his mother what she thought he should tell Janet, she said he'd have to make up his own mind.

D. What did Dick decide to do?

E. What values were involved in his decision?

Situation III C

Dick was so mixed up that he didn't know what to do. He decided to stall for time by taking just a little bit to keep the boss satisfied. He felt terrible about taking the things, but he did get some money for them, and no one seemed to notice. Then one day the boss came to him and said, "Hey, kid, you're doing pretty good at helping us, but I know a way you can make a lot more money. I got a supply of 'pot' that I'll sell you at cost, and you can have all the profit when you sell it to the guys at your school." Dick said, "Nothing doing; I'm no pusher. That's dangerous stuff." "Well, now, it's not that bad -- it's not as dangerous as alcohol -- it don't hurt those guys -- just gives them a little thrill. And, kid, if you don't do this, the owner is going to find out you've been stealing his merchandise. That wouldn't be nice, would it?" Dick was really mad -- and sick! What had he gotten himself into? And how could he get out of this? He did want out, but he was scared. He said, "Give me a little time to think about this." "You have until tomorrow -- that's all." threatened the boss.

F. What did Dick do?

G. How did he feel?

H. What values were involved in this decision?

Situation III D

Dick decided that if he went along with the boss, he'd find nothing but trouble, and that night he talked with his Dad about the situation; and he and his Dad called the owner of the store and went to talk with him. They found that the owner had noticed that merchandise was disappearing and was about to call in the police. When the police came, they asked Dick to pretend to go along with the boss until they could prove that he was stealing, but to do nothing dangerous to himself. Dick did this, and the whole operation was uncovered within a week. The owner commended Dick for his courage and honesty, and Dick was relieved to be finished with the problem.

That night when Dick got home, the phone rang for him. It was Shirley, one of the most popular girls in the school, and she wanted him to go on a picnic the next Sunday. Dick wanted to go -- he knew it would be lots of fun -- but when he asked his parents, they wanted to know if he would miss church to go. "Yes," said Dick, "I guess I'd have to because the picnic is out at the lake, and they're leaving early in the morning." "Well," his father said, "you'll have to decide, but I don't think you should miss church, and especially when you are to light the candles this Sunday." Dick remembered that it was his turn to light the candles, and he didn't know how to decide. He told Shirley he'd call her the next day to tell her if he could go.

I. What did Dick do?

J. On what values did he base his decision?

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Situation I

The school dance was just about over when Jerry came over to ask Debbie to dance. Debbie was really happy because she always had liked Jerry, but he had never paid any attention to her. After the music was over, Jerry asked Debbie if she would like to go for a hamburg after the dance. Debbie had planned on riding home with her girlfriend's father, and she wasn't sure that her parents would approve of her going with Jerry for a hamburg; but she did want to go. She was afraid he would never ask her again if she refused. She also thought her girlfriend might get mad at her.

A. Debbie accepted Jerry's invitation

B. Debbie went home with her girlfriend.

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Situation IIA

Debbie and Jerry left the school and walked up the street toward the snack shop. They did not have much to talk about, and Debbie was worried about what her parents would say. Her girlfriend was a little bit angry, but she could make up with her later. They went in the snack shop, and there were older kids around who seemed to know Jerry. They all laughed and talked a lot, and it was noisy and fun. Debbie felt "important" to be a part of this. After about an hour had passed, she thought she should go home. Jerry didn't want to leave. He said, "Look, if you're such a baby that you have to go this early, call your daddy to come for you."

A. Debbie called her father and asked him to come for her.

B. Debbie stayed with Jerry and the crowd.

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Situation II B

Debbie decided to go home with her friend, so she refused Jerry's invitation. When he said, "Okay, but that is the last time I'll ever ask you out." she was glad she'd refused because he didn't seem as nice as she had thought. She and her friend, Judy, spent the night together and the next day went to town to do some shopping.

They met several girls from their room in school and walked through the stores together. While they were looking at some jewelry, Debbie saw Laura put some earrings in her purse. Debbie went up to her and said, "Laura, put them back! You'll be arrested for shoplifting." "Nobody but you saw me." said Laura. "I want them, and I'll keep them. If you tell anyone, I'll be really mad at you."

C. Debbie told the other girls about Laura's shoplifting.

D. Debbie didn't do anything about Laura's shoplifting.

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Situation IIIA

While Debbie was calling home, she could see Jerry making fun of her to the rest of the crowd. She could even hear them laughing about her. Her father answered the phone and was surprised to get the call because he thought she was with her girlfriend. He sounded angry when she told him where she was and asked him to come for her, but when she almost cried, he began to understand and said he'd be there right away. She was embarrassed to walk out in front of the crowd, but she did and her father met her outside. After she had explained what had happened, he said that he thought she had learned something that night. They would just forget the whole thing because he felt that she would not do such a thing again.

Debbie was really grateful to her parents for being so understanding. She knew that seeing Jerry and his friends in school would be hard, but she didn't really care anymore what he thought of her. She decided she would have nothing to do with boys anymore because they were probably all terrible. She had just told this to her mother when the phone rang. It was Bill inviting her to go to a party at his house the next weekend. She thought she'd like to go, but she had just said, "No more boys!"

A. She refused Bill's invitation.

2. She decided to go to the party.

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Situation III B

Debbie did stay with the crowd. After more time had passed and they had more cokes, Jerry told Debbie to put on her coat and go outside to wait for him. She asked, "Why?"; and he said, "Stupid, I'm going out the back door, so I won't have to pay the check. You just walk out the door, and they won't notice." "But, that's not honest." said Debbie. Jerry replied, "No one will ever know. Look, either do what I say, or pay the check yourself." Debbie didn't have enough money with her to pay the check.

A. Debbie took the check to the manager and tried to explain.

B. Debbie went out the door as Jerry had told her to do.

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Situation III C

Debbie just couldn't forget about the shoplifting even though she was a little bit afraid of what Laura might do so she talked it over with Judy quietly. Debbie and Judy went to Laura and told her that if she wouldn't put the earrings back, they would tell the other girls. Laura was mad, but she walked over and put the earrings back on the case. As they were leaving the store, the manager stopped them and said he'd like to talk with them in his office.

The girls were all frightened and waited anxiously to see what he would say. He told them that he had seen one of them shoplifting and would have called the police if she had not returned the merchandise. He said that nothing would now be done, but he wanted her to know that she had been seen and had better never try that again. Laura was embarrassed and didn't have much to say on the way home.

Debbie was glad to get home. She felt as if she had made a lot of hard decisions in the past two days. Just then her father called her to come and talk. He wanted to know if she would like to go to Florida for two weeks with him and her mother. It would be a nice vacation, but she would miss school and would have to drop out of her activities so that she'd have time to make up school work when she got back. She wanted to go on the trip, but she liked to keep up with the class and be in the activities.

A. She decided to go to Florida.

B. She decided to stay with her grandparents so that she could be in school.

Situation III D

Debbie hated to think that one of her friends was shoplifting, but she didn't want to tattle so she kept quiet. As the girls were leaving the store, the manager stopped them and asked them to come to his office. Only Debbie and Laura knew why -- the other girls were puzzled. When the manager had them in his office, he made them empty their pocketbooks, and of course he found the earrings that Laura had taken. He said, "Girls, I saw this girl take those earrings, and I thought that maybe all of you were shoplifting, so I stopped you. I believe you didn't realize that she took them, so I'll let the rest of you go." Laura said, "I didn't take them. Debbie took them and put them in my pocketbook when I wasn't looking." Debbie was amazed. "Laura, you know I didn't take them. I tried to make you put them back, and you wouldn't." "I know that you didn't take them, Debbie," said the manager, "but you should have reported the theft to me. That is what a good citizen would do. Laura, you will have to stay, but the rest may go."

The girls went out wondering what would happen to Laura. They had all decided never to try shoplifting themselves, although they wondered how the manager knew.

"Debbie," they said, "Laura was terrible to try to get you in trouble. We'll never speak to her again." Debbie thought about that for a minute. She didn't want to speak to Laura, but she wondered if that would be right. Should she try to get the girls to forgive Laura? Would Laura ever be trustworthy?

A. Debbie decided to avoid Laura in the future.

B. Debbie decided to encourage the girls to be friendly with Laura.

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Grade VII, Session V

Game-Solving Sheet

For each situation, list values involved and the number of your decision.

Situation I --

Values Involved
Positive Negative

Decision ________

Situation II --

Values Involved
Positive Negative

Decision ________

Situation III --

Values Involved
Positive Negative

Decision ________

Outcome --

Name ______________________ School ______________________

Session VI

More On Values

Objectives:

To complete the sequential game allowing the students to write the conclusion.

To report the ranking of values to the group.

To discuss the question, "If we live by the values of this class group, how will our society be affected?"

Suggestions to Teachers or Counselors:

Ranking Values --

The ranking of values can be done before this session by a committee of students. The ranking of values could be done in the following manner on the page provided with this material:

1. Enter one stroke "1" under the proper column for the rank given each item on an individual paper. If "having power over people" is ranked "6", enter one stroke on the "6" column. If "being respected by others" is ranked "3", enter one stroke in the "3" column. Do this with all items for all the ranking sheets.
2. Multiply the number of strokes for the item in each column by the rank of the column to find the number of points for the item.
3. Find the total number of item points by adding the points in all the columns. Enter this number under "total points".
4. Divide total points for each item by the number of ranking sheets and enter this number under "Rank points".
5. Find the rank of each item by putting rank points in order from lowest to highest. The lowest number of points is ranked #1, and the highest number is ranked #12.

6. Enter the rank of each item in the "Rank" column on the Ranking of Values page.

Session Suggestions --

Finish the sequential decision game and ask for student comments about its helpfulness. It may be ended with an oral discussion or a written conclusion for the last episode.

Have the student committee report on the ranking of values and encourage student debate on the consequences of living by the values as they ranked them.

Procedures:

Finish the sequential game as suggested in Session V and hear comments and criticism from the students. Call on the student committee to report the ranking of values to the class. Permit questions and discussion from the group.

Ask the members of the class to discuss the question, "What conditions will result from our society's living according to our class values?

"Would changing our rating of values in anyway improve conditions for the majority of the members of our society?"

Ranking Of Values

Values	1	2	3	4	5	6	7	8	9	10	11	12	Total Points	Total Rank	Rank
Having power over people															
Being respected by others															
Being well-liked by others															
Knowing a lot -- being intelligent															
Being able to do many things well															
Knowing you are safe and comfortable															
Being in good physical and mental health															
Being right															
Being religious															
Helping other people															
Being loyal to your nation															
Being courageous															

Additional Activities

1. Have the students interview someone who is employed to determine the values required for his or her occupation. The students could report back to the class.

2. Show a film of an individual at work and have the students identify the values they associate with the occupation.

3. Have the students write a theme about an occupation which interests them and include their values in the description.

4. Have a committee write the first act of a two-act play involving values and an occupation with the individual class members writing the second act.

Evaluation

The importance of evaluation in an experimental program such as this cannot be underestimated. However, the very nature of the objectives made the task somewhat difficult. In addition, the program design included trial materials which were later revised or discarded based on first impressions. This meant that there was simultaneous feed-back, a continuous subjective evaluation of the activities by students and teachers. Another conditioning factor was that in not all cases were revised materials tried with the original groups. Finally, the relatively few sessions devoted to each grade did not permit the development or employment of extensive evaluative techniques; an early priority had been established to produce as many varied learning experiences as time would permit. This is not to rationalize the argument for evaluation. It is our hope that future use of the activities will result in more rigorous and systematic testing of them.

Evaluation Techniques:

Although some attempt was made to secure "objective" measures of the degree of success of the activities, most of the evaluation was subjective. Simple rating scales were used in most instances. In the initial stages of the project, personal interviews with students, staff members, and community resource people were used extensively. A "before and after" test was developed for Grade Five.

The items in the interest inventory were item analyzed for their discriminating power, but no factorial analysis of the items was attempted. The inventory was revised when certain items proved to be ambiguous or inappropriate.

The use of situational or simulated learning activities present a unique challenge to the developer of systematic and objective measurement, especially where the awareness of a process and attitude change are the major concerns. Future use of the materials should include more emphasis in this area.

Evaluation by Students:

The elementary schools in Abington vary in kind of population. They include children of all levels of ability as well as children of all socio-economic strata. In planning this program, it was felt that the children of all ability and socio-economic levels should be represented. This would enable us to draw some conclusions relative to the responses of the different groups to the various activities. The groups were about evenly divided between boys and girls.

Influences of Socio-Economic Level:

One of the goals of the project was to develop activities which would be appealing and meaningful to children with varying backgrounds. The materials that were developed proved to be useful with the three broad categories of low, middle, and upper socio-economic groups. The content and techniques proved of unusual value with those in the lowest stratum because everyone could participate and the concept of work has a more practical meaning for them. Because of their backgrounds, their improvisations in the play writing activities were very different from those in the upper groups. It was evident also that they need more opportunity to make decisions; their experience with decision making appears to be limited.

Students from the middle and especially the upper classes were more versatile; they knew how to develop alternative action and were more accustomed to making decisions. For those students the creative aspects of some of the activities provided excellent motivation.

Grade V Evaluation:

Ninety-five percent of the students replied that they had enjoyed the activities, five percent either did not like them or were indifferent to them. Their favorite parts of the program included "Oji", the play, and the taped game. Those least favored were the pre- and post-tests and making the interest profile.

When asked what they had learned from the activities, they responded that they knew more about their own interests and how interests affect their lives. They noted that their friends frequently had similar interests, that they do better in school subjects which interest them, and that one can develop new interests. (See Table I.)

Grade VI Evaluation:

Ninety-seven percent of those sixth-grade students involved said they enjoyed the activities and would like more. Three percent said they did not like them. The activities enjoyed most were the guest speaker, the sequential tape, and the play. Those least helpful were the moving picture (later eliminated) and the speaker in a large group. One fourth of the students responded that they enjoyed all the activities. Twelve percent of the students did not like the "Tool" activity, but it was retained because the purpose was to stimulate an emotional response to work unsuited to sixth-grade students. In this way the concept of change was dramatized.

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Grade V

TABLE I

Question and Answer	No.	%age
How well did you enjoy the career guidance lessons?		
Not at all.	7	4.8
Very much.	140	95.2
Which activity was most helpful to you?		
"Oji"	87	59.2
Tapes	78	53.1
Interest Inventory	6	4.1
Play	43	29.3
Profile	11	7.3
Talk	6	4.1
All of them (did not specify)	52	35.4

Total Tested -- 147

When asked what they had learned from the lessons, most responses made reference to the changes that are taking place in the world and in themselves, the importance of decisions, and the fact that they should not drop out of school but get a good education. (See Table II.)

Grade VII Evaluation:

Time did not permit as much experimentation with this group as with the other two grades. In place of classes involved in tryout activities, small groups of students were invited to try them and then criticize them. Because so few publications on values of young adolescents were available, many small group conferences were held in an effort to learn what the beliefs of this age group are.

Using the same questions as those used with grades five and six, all the students liked the sequential decision game. The next most-liked activity was the guest speaker who related values to work. The most-disliked activity was the ranking of values.

From this limited experience, it was obvious that the concept of values is difficult for many students. More effort is needed to know how to make this aspect of their development more real to them. In addition, we need to understand better the development of values in young adolescents. For example, it would be interesting to know how the level of maturity at grade seven is related to an understanding of values.

Evaluation by the Staff:

The close partnership with the teachers, helping teachers, elementary counselors, and principals throughout the entire period of the project provided for continuous evaluation. Included in this appraisal were such factors as response of the students, pacing, sequence and appropriateness of materials, vocabulary, directions, and relationship of materials to the regular curriculum. Revisions of the materials and improved skill in administration resulted in more enthusiastic acceptance. The principal and helping teacher of the last school in which the sixth-grade materials were used wrote in part as follows:

> "We wish to indicate our delight in and support of the recent program that you were so kind to make available to our Grade Five and Grade Six Classes.
>
> "The response from both staff and students has been positive and most enthusiastic. Your organization, motivation, and instruction were detailed, concise, and most realistic. You opened avenues of

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Grade VI

TABLE II

Question and Answer	No.	%age
Did you enjoy the guidance activities?		
Yes, I did.	213	97.7
No, I did not.	5	2.3
Which session did you enjoy most?		
All of them (did not specify)	65	29.8
Slides with the tape (or movie)	15	6.9
Interest Inventory	17	7.8
Tapes about two girls	49	22.5
Profiles and occupational check lists	8	3.7
Play	42	19.3
Speaker	71	32.6
Tool paper	1	.5
None of them	5	2.3
Which session did you enjoy least?		
Slides with the tape (or movie)	51	23.4
Interest Inventory	7	3.2
Tapes about two girls	9	4.1
Profiles and occupational check lists	8	3.7
Play	13	6.0
Speaker	49	22.5
Tool paper	25	11.5
This questionnaire	2	.9

Total Tested -- 218

Comments:

Several of the above data bear special mention. The students were divided about equally in their response to the speakers. They like to be a part of the activity -- e.g., tapes and play; reacting on paper -- e.g., inventory and check list -- is viewed with less favor.

> thought, in the decision making process, that were of great value to our students. The technique of parent involvement is excellent and the prevailing comment of the staff is that they regret that they could not have had the program earlier in the year.
>
> "The latter point is good in that the staff felt that earlier exposure would have given the theme of your work prevailing influence throughout the year and a point of greater instructional import as the latter pertains to life in the classroom . . . intra-personal relationships, (teacher-student, student-student) etc.
>
> "Certainly the program should be included in the total curriculum!"

Other teachers commented that the activities were especially helpful in motivating students who do not ordinarily participate in normal academic learning. This point was considered of primary importance because it was felt that these students need the subject of work to make school more relevant to them.

Teachers also responded that the interest inventory helped them to understand the students better; instructional activities could now be geared more to their stated interests. They also observed that the inventory helped the students get an early systematic view of themselves.

One of the chief contributions of the project was to expose the teacher to new techniques of presentation. Students normally respond better when they are actively involved in the learning activity. What is more, their learning is as great or greater than with a didactic, socratic method. A sampling of students two weeks, three months, and six months after the completion of the activities were able to recall specific items and had retained a generalized idea of the project.

Teachers, principals, helping teachers, and counselors associated with the project were asked to rate the activities according to "Interest of the Students", "Response of the Students", and "Suitability of the Materials for Grade Level". (See Table III.)

The chief complaints centered around the limited time devoted to a grade. This was a limitation imposed in the planning of the project. One of the subsidiary objectives was to test student reaction to the various activities. With the high number of positive responses to the project, there is every encouragement to continue and expand them into a more extensive program.

TABLE III

	Poor	Fair	Good	Excellent
Interest of Students	0	2	5	27
Response of Students	0	3	5	26
Suitability of Activities	0	3	4	27
Carry-over Value	0	1	7	13

Number Responding -- 34

Moreover, as activities were revised, ratings improved.

Selected Staff Comments:

1. Have students become familiar with materials in advance.
2. Session I led to "Three Questions" game on occupations. Material can involve entire class.
3. Interest very high.
4. Activities help to develop insight.
5. Students face realistic situations.
6. Variety of activities excellent.
7. Material fits into regular curriculum.
8. Helps motivate under-motivated.
9. Need more follow-up discussion.
10. Interest inventory and their ratings help them to think of something besides achievement.

Evaluation by Community Resource People:

All those who participated as speakers were invited to give their evaluation of "Interest of the Students", "Response of the Students", and "Suitability of this Kind of Activity for the Age Group". All responded with enthusiasm for the project. For them it was their first experience speaking to students this young. One speaker in particular found this young audience more responsive than high school age students. Each speaker commented on the need to begin career study earlier in the development of children. Response of the students and most of the speakers was best in a small informal group. Perhaps too many of our vocational guidance activities have been with groups that are too large for the speaker to reach the students.

There are obvious variations on the use of the speaker. One speaker, the pharmacist, appeared in his white coat and began his presentation by asking the students what they thought he did for a living. From this he went to what kinds of interests they thought he would have to have to be successful. Community resource people need a little coaching, and the educators need to be more imaginative in their use of them.

A concomitant of the project which was not contemplated in the planning of the project but which became very apparent soon after the project started was the interest of many parents. Some came to the school in person to inquire about the activities, others phoned for information. All but one were encouraging in their praise. That one at first felt that the school was meddling in family affairs, i.e., asking about the father's occupation and "teaching about occupations". Our experience in this area suggested more parent involvement in the project -- at least through more direct communication.

This favorable response of parents helped to reinforce the belief that the subject of career development can be made meaningful to young students. When their children responded enthusiastically, parental support followed.

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